Stakeholder Engagement

Reference Material for Drinking Water Source Protection

Protecting our environment.

Ontario

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Background information on the Clean Water Act is available on the Ministry of the Environment website at: www.ontario.ca/cleanwater

Further local information on drinking water source protection can be found at: www.conservationontario.on.ca/source_protection/otherswpregionsindex.htm

Ontario

DRINKING WATER SOURCE PROTECTION
ACT FOR CLEAN WATER

Stakeholder Engagement

Reference Material for Drinking Water Source Protection

Part One:

Principles for Participation

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PREFACE

Background

The *Clean Water Act, 2006* was proclaimed into effect on July 3, 2007. The proclamation of the Act and the passing of five initial regulations directly implements twelve (12) of the Walkerton Inquiry recommendations and creates the legislative framework for drinking water source protection as the first barrier in a multi-barrier approach to protecting the water in Ontario's lakes, rives and underground aquifers. The *Clean Water Act, 2006* will ensure that communities are able to protect their drinking water supplies through the development of collaborative, locally driven, science-based source protection plans for watersheds across the province.

The legislation and accompanying regulations require that a local multi-stakeholder source protection committee develop a terms of reference outlining how and by whom the source protection planning process will take place, an assessment report identifying and assessing threats to municipal drinking water sources, and a source protection plan identifying how those threats will be managed and monitored. Under the direction of the source protection committee, teams of representatives from the watershed community will work together at the local level to prepare these reports (e.g., municipalities, source protection authorities, water users, and land owners). The representation and size of these committees will vary depending on the needs of each locale.

One of the greatest challenges in the drinking water source protection process will be in keeping the public and property owners informed, and encouraging their participation early in the process. This will require close collaboration amongst municipalities, source protection committees, and source protection authorities.

Consultation on the CWA was conducted for over two years; continued public and property owner engagement is essential to the success of source protection planning. Experience has shown that many members of the public and property owners may only take notice of the local implications of source protection at the point of implementation. As municipalities begin to operationalize source protection plans into their Official Plans, and possibly through risk management plans, property owners and the public alike may suddenly become aware of the direct impact on them. If they have not been engaged throughout the process they may be less likely to accept the actions that must be taken to protect the drinking water sources.

This translates into the need for a strategy for achieving key outcomes around stakeholder engagement and public engagement as they relate to the CWA rather than solely focusing on the development of communications products. There is a need to invest in communications products and outreach materials for source protection authorities, source protection committees and municipalities to use in distributing the drinking water source protection (DWSP) messages as well as in communications and outreach processes to complement materials being provided by the Ministry to program partners. The reference materials developed for this document supports the Ministry of the Environment's overall outreach and education strategy, recognizes program partner communication needs and has been developed with respect to their existing expertise and experience.

Further background information on the *Clean Water Act, 2006* is available on the Ministry of the Environment website at http://www.ene.gov.on.ca/envision/water/cwa.htm.

What is the purpose of this reference guide?

This document is for anyone involved in engaging stakeholders or undertaking public consultation for source protection in Ontario under the *Clean Water Act, 2006*. This may include Conservation Authority staff, Ministry of the Environment and/or Ministry of Natural Resources staff, municipal staff and officials, source protection authorities and members of source protection committees. It has been developed with the collaboration of conservation authority communications staff from across the province, staff from the Source Protection Implementation (SPI) section of the Ministry of the Environment and Ardea Research & Consulting.

The goal of this project was:

- To provide a more explicit understanding of ingredients for engagement, participation and consultation;
- To identify some of the challenges for source protection under the CWA; and,
- To provide a series of tools and ideas to assist programs partners in:
  - Meeting legislative and regulatory requirements for stakeholder engagement and public consultation under the CWA.
  - Managing challenges that may arise during these processes.

This reference guide is designed to assist those engaging stakeholders and undertaking public consultation for drinking water source protection under the CWA to either more effectively meet the legislative requirements or to assist in managing the challenges of these processes for drinking water source protection. This document references and recounts general or broadly accepted approaches to engagement, but places them in the context of the DWSP planning program. In some instances staff engaged in the early stages of initiating planning, or with broad experience in public processes akin to the DWSP planning process have suggested, and this report suggests, approaches that may be more specific and applicable than others to the DWSP planning program.

This document is *not* intended to outline specific regulatory requirements or mandatory actions for stakeholder engagement or public consultation. Mandatory requirements are provided in the CWA and associated regulations and should be referenced directly.

Guide to Part One

Section 1 describes what stakeholder engagement means and illustrates the different levels of participation that can provide opportunities for stakeholders to impact a planning or policy development process. Table 1 describes the levels of participation and what it means for the organization leading the engagement activities. Table 2 describes the drinking water source protection planning process envisaged or anticipated under the CWA and what levels of participation and therefore engagement activities may be appropriate for the different stages of drinking water source protection planning.

Section 2 describes principles for stakeholder engagement applicable to all participating activities such as DWSP planning. This discussion highlights overarching principles of accountability (people) and transparency (process) in addition to principles of design and principles for doing stakeholder engagement.

Section 3 offers a look at some of the general challenges to stakeholder engagement and suggests how to overcome them.

Section 4 provides a brief overview of facilitation – what it is and why it is important for stakeholder engagement and DWSP planning activities. It provides a list of further resources.

Section 5 provides a brief overview of evaluation – why it is important for stakeholder engagement, examples of when and where you would use it and sample tools that can be used for your own processes.

Section 6 contains a table outlining tools and techniques found in Part 2 of this document.

Section 7 is a list of all the references cited in this document so that you can easily find it if you want to know more.

1 ≈ WHAT IS STAKEHOLDER ENGAGEMENT?

Stakeholder engagement refers to processes and practices undertaken with a broad range of people working together to achieve a shared goal and who are guided by a common commitment to address issues they are facing.[1] Simply put it is "working with 'stakeholders' to accomplish better programs, policies, activities and decisions than if you were working without them."[2] Engagement is aimed at fostering action and contributes to furthering decision-making for a particular purpose or on a specific issue. Engagement refers to a full range of efforts that an organization undertakes to understand and involve stakeholders in its activities and decisions.

The term "stakeholder" refers to anyone significantly affecting, or being affected by, someone else's decision-making activity.[3] In the White Paper on Watershed-based Drinking Water Source Protection (2004), MOE defines stakeholders as "those having an interest in or who may affect or be affected by [the drinking water source protection planning] process."[4] The term forces us to think about who will be affected by any project, who controls the information, skills and money needed, who may help and who may object to the task at hand with respect to source protection. It does not follow that everyone affected has an equal say; the ideas of a ladder of participation and levels of engagement are to prompt thinking about who should have the most influence.[5]

There are many reasons to engage stakeholders. According to the *Primer on Public Involvement*[6], there are a variety of motivations to ensure public involvement, such as:

- It is an essential element of a successful democracy,
- It is a means for achieving a specific decision outcome,
- It is a means for achieving informed, accountable, and legitimate decision-making,
- It is a means to contribute to a more educated and engaged citizenry, and
- It is a means to foster trust and reduce conflicts among stakeholders.

1.1 What does the terminology mean?

There are several terms that tend to be used interchangeably, such as consultation, participation, engagement. What do these terms really mean? Why is it important to recognize the difference? The difference is in the intention of the process – the goals, the tools used to achieve the goals and the expectation of both the participants and leaders.

Participation provides the opportunity to voice an opinion or provide input on an issue. It is the contribution of time and ideas. People can participate by writing a letter or email, attending events, making a phone call or any other form of communication.

Consultation implies a purpose-driven process where input is actively sought after and where specific feedback is sought from specific people. In this process, the decision-maker goes out to seek feedback as a means to influence the decision-making process.

Engagement involves capturing people's attention and involving people in the process so that they feel their ideas are being represented in decision-making and will have an impact. It is more than due diligence and showing up with information to disseminate. It involves the discussion and exchange of ideas. "Engagement implies a commitment to a process which has decisions and resulting actions."[7]

The intention of each of these actions is different. Individually, participation, consultation and engagement refer to an increasing level of commitment to the impact individuals can have on the outcomes of the process. Different stages of the planning process may warrant different levels of public involvement. The following section discusses the range of impacts that public participation can have on a planning and decision-making process.

However, it is important to note that not everyone will actually want or demand to be involved, or to participate. Those who do not perceive that they have much at stake or who have alternatives to participating in the formal processes may be happy to have minimal involvement and impact. Others will want to be involved in decision-making and implementation. The difficult task, as a leader or facilitator of the process, is to identify these interests and negotiate a strategy for participation that balances the voices at the table.

1.2 Levels of Participation

The following table describes the different levels of impact that public and stakeholder participation can have on a planning process. As previously discussed, the intention for and expectation of public/stakeholder participation is reflected in these levels. Ranging from Compliance to Collaboration, each of these levels represents a different level of inquiry, engagement and commitment to stakeholder influence on an issue, planning or decision-making process.

When developing a stakeholder engagement strategy for drinking water source protection, it is important to determine what you want to accomplish through the process. Do you want acceptance of recommendations or a plan of action by the stakeholders? Do you want to broadly increase awareness about a particular issue or stage of the source protection planning process? Or do you want specific groups or sectors to have access to more information and a greater understanding of the complexity of the issues and options? Do you need input on certain components? Do you need to hear and learn about what the different stakeholder groups have to say on a particular topic? Do you need to make decisions together? Do you want consensus and support? Asking these questions can help to determine what level of participation the activities need to support.

Each level of participation builds on the previous level. A foundation of information is needed in order to consult, involve and collaborate. In the context of drinking water source protection science-based planning, compliance with the CWA legislation will be the catalyst and guiding force for the engagement processes and for all levels of participation required therein.

It is not always possible to directly inform each individual of a development in the drinking water source protection planning process but stakeholders can be informed of major developments through general communications activities which may include postings on a publicly-available website or through other means which may include, in some cases, public meetings or open houses or advertisements in watershed newspapers or media releases. One may not always respond to each individual question or comment from members of the public but provide responses to general concerns shared with the local source protection planning project.

Part of the process of figuring out what level of participation the engagement process is operating at requires consideration of several factors.[8]

- Purpose of the engagement
- Legal requirements for engagement
- Whose participation is needed
- Who does/doesn't want to participate
- Environment in which the engagement is being carried out
- Resources available (money, time, skills)

Table 1: Increasing level of impact of participation likely to be relevant to the CWA and DWSP planning (adapted from IAP2)[9]

Compliance	Information (Communication)	Consultation	Involvement (Contribution)	Collaboration
To assist stakeholders to meet legislation and regulatory requirements put forth in the *Clean Water Act*. • Achieve compliance through information sharing, negotiation and voluntary action preferred; • Compliance through mandatory abatement & enforcement if necessary.	To provide stakeholders with timely, truthful and accurate information to assist in understanding DWSP planning's importance, value and impact. • Increase awareness of the issues. • Keep you informed.* • Inform you how you can be involved in the process.	To actively seek feedback and input on DWSP planning issues to inform decision-making and the development of management, implementation and action plans. • Keep you informed. • Listen to and acknowledge your concerns. • Inform you of how your concerns and input may influence our decisions.	To work directly with stakeholders throughout the process to ensure that public and private concerns are consistently understood and considered. • Work with you to ensure your concerns and issues are considered in the plans being developed, where possible. • Inform you of how your concerns and input has influenced decisions.	To partner with stakeholders in each aspect of decision-making, including the development of the plans and solutions. • Work together to solve the issue. • Make decisions together where possible.

Compliance reflects an obligation to comply with legislation and regulations. Under the CWA, impacted property owners will have to comply with policies in the source protection plan. However, it is anticipated that in the majority of circumstances they will be able to negotiate how they comply with the policies in the source protection plan and that in most circumstances compliance will be undertaken voluntarily or through a negotiated plan and will not have to be imposed. Mandatory abatement and enforcement will be utilized in circumstances where there is non-compliance and negotiation and voluntary action has failed. There are opportunities to influence how compliance is achieved and the decision making process before this occurs.

Information represents an essential step to enabling stakeholders to become informed and be able to participate. This level mostly relies on one-way communication. The flow of information is concentrated on "getting the message/information out" to stakeholders. It is not designed to provide an opportunity for the public to participate actively in any decision-making process. However, it is an important step to building a foundation and a knowledgeable public who can then become engaged with more impact and influence on the process. This is the preferred strategy when the aim is to notify the public about a decision, share results of a process/initiative, generate support for a proposal/program/issue or set the basis for more in-depth public involvement later on. The planning project may encounter resistance or disillusionment if all that is offered is information while people are expecting more involvement.

Consultation, as defined earlier, is a purpose-driven process where leaders are seeking specific input and feedback on an issue. The purpose of consultation is most often to: give, get or exchange information; to reach agreement (or partial agreement) on a decision or design relating to a particular issue. Consultation is not likely to work when:

- The leaders and decision-makers are not going to take notice of what people say.
- The purpose of the consultation session is not clear
- The leaders of the sessions do not have the resources, skills or power to act on the outcomes of consultation.[10]

Involvement aims to provide participants with the ability to have a direct influence on the process. It requires a commitment on the part of the decision-makers to listen and take into account the issues, concerns and experiences of those who are not directly able to make decisions. Working at the level of 'involvement' encourages additional options and ideas, and provides opportunities for two-way communication and the input of the public and stakeholders into the decision-making process. Effective involvement in a science-based planning process may require an educational infrastructure that provides participants with the technical knowledge required to provide informed input into the decision-making.

Collaboration focuses on working together to make decisions with respect to the issue at hand. It requires that not only do different interests decide together on what is best, but that they form a partnership to carry it out. In order to work at the collaboration level, the participants must have the ability to make decisions on behalf of their group.[11] The responsibility and accountability for the process and decisions made together is of paramount importance at this level. Collaboration encourages discussion and deliberation of the issues at hand in order to inform the decision-making process.

1.3 Engagement, Participation and Drinking Water Source Protection – Putting it all together

Within the context of the Drinking Water Source Protection Planning process as directed by the CWA and accompanying regulations and Guidance, there are six central stages that will require different efforts to engage stakeholders. With the MOE Source Protection Implementation staff, these stages were identified along with the segments of the "public" who are anticipated to be involved at each stage. This was then coupled with the level of participation anticipated by stakeholders, as previously discussed in Table 1 (opposite).

The following table does not address the legislative requirements or mandatory actions for consultation that are required under the CWA as defined in regulation. These are examples of stakeholder engagement activities that target the different levels of impact that stakeholder participation can have and can be adapted to the local needs and watershed situation of each DWSP planning region. It is also noted that the level of engagement for all stakeholders listed in "Who needs to be involved" will not be the same; levels of participation required and engagement activities are examples.

Compliance with mandatory consultation topics in the CWA is not discussed in the following table with the exception of the Risk Management Plans section.

Appendix A of this document provides a copy of this table in worksheet format where you can record examples of engagement activities that you are currently or potentially engaged in for SWP based on your own context – time, budget, local environment, local stakeholders, etc.

Table 2: Stages of DRINKING WATER SOURCE PROTECTION PLANNING, Potential Participation Expectations and Examples of Engagement Activities

Stages of DWSP	Who is leading the charge?	Who needs to be involved?	Level of participation suggested in activities	Examples of engagement activities…
Development of legislation and regulations	MOE	General Public Select Sectors CAs Other Gov't Ministries First Nations Communities (voluntary) Municipalities	Information	• MOE designate attending meetings to present and answer questions • CAs providing information (e.g. through newsletters, **on websites**) to their constituents regarding CWA and DWSP planning • Media releases on passing of CWA
			Consultation	• **EBR** posting of legislation and regulations for public review and comment • Presentations to the Standing Committee on draft legislation
			Involvement	• Sector-specific meetings to discuss development of legislation and regulations • Discussions with sectoral organizations – such as farm groups, business associations – regarding how they want to be included in the SP process
General Preparation for DWSP planning (currently underway and ongoing)	CAs SPAs MOE	General Public Select Sectors Other Gov't Ministries Municipalities	Information	• Media releases to provincial and local media on passing of *Clean Water Act* • Key messages and **outreach materials** (e.g. FAQ, key messages) provided to CAs by MOE for local messaging • CA newsletters and fact sheets such as the **GRCA Watershed Report** (Fall 2006) – explaining the CWA and what the different terminology means for local residents or the **SNCA Fact sheet** explaining DWSP planning • Displays on what the CWA is and what will be happening placed in public venues to raise awareness • Booths at local events – MOE booth at Latornell Symposium, CA, CO and MOE booths at the International Plowing Match, etc…
			Consultation	• Meetings with key stakeholders to provide general education on DWSP planning and solicit suggestions regarding general process for plan development and implementation
			Involvement	• CAs organizing Project Manager working groups for information sharing with adjacent regions • Regular CA/Provincial Ministry meetings for information exchange and discussion of key issues
			Collaboration	• Partner **SPAs** establishing working relationships within their DWSP planning regions. • MOE, CA, CO jointly developing reference guide for stakeholder engagement

Source Protection Committee Development	Lead SPA MOE	Stakeholders in watershed Public Health Officials First Nations Communities Municipalities	Information	• MOE develops a "Municipal Awareness and Education Services Guide" for Municipalities • Local outreach by SPA and CAs on SPC development to keep process transparent (e.g. watershed stakeholder information sessions).
			Consultation	• Feedback from municipalities on SPC selection process • Open houses in watershed with question and answer period • MOE EBR posting on SPC development discussion paper
			Involvement	• Establishment of working groups – municipal, sector/issue/geographic-specific – to provide input to SPC and additional opportunities for stakeholders to contribute to DWSP process
			Collaboration	• Formal representation of sectors on SPC • Key sectors working with their key stakeholders to "self-select" a representative to the SPC. • Collaboration amongst partner SPAs within a Region to ensure SPC members appropriately represents watershed stakeholders (e.g.. regional representation, sector representation, etc.).
Terms of Reference	Source Protection Committee	General Public Stakeholder groups Municipalities SPAs	Information	• SPC to update SPA regularly regarding progress on and issues with the development of the terms of reference (ToR) • Outreach on process for development of ToR (e.g. presentations to stakeholder groups, information on websites, E-Newsletter) • Making public the final ToR– posting on website, posting in CA and municipal offices, press release to announce.
			Consultation	• Municipalities and SPA to submit comments on ToR to SPC at several stages of its development (ex. prior to submission to MOE for approval) • Public workshop or open house to solicit input on ToR prior to it being finalized – may be targeted to specific stakeholder groups in addition to general public.
			Involvement	• Where working groups are established early, working group input into roles and responsibilities of various stakeholders in development of assessment report, source protection plan and plan implementation.
			Collaboration	• Municipal representation on SPC • Discussion of municipal roles and responsibilities for development of assessment report and SPP • Discussion of SPA and CA roles and responsibilities for development of assessment report and SPP • Formal representation of stakeholder groups on SPC

Table 2: Stages of DRINKING WATER SOURCE PROTECTION PLANNING, Potential Participation Expectations and Examples of Engagement Activities (cont'd)

Stages of DWSP	Who is leading the charge?	Who needs to be involved?	Level of participation suggested in activities	Examples of engagement activities...
Assessment Report	Source Protection Committee	Affected Public & General Public Stakeholder groups Working groups Municipalities SPA(s)	Information	• Outreach on process for development of assessment report • Progress updates on assessment report development to stakeholder groups and municipalities eg. updates (E-Newsletters) sent to groups for dissemination to their members through their own communication channels, presentations at meetings/council, Bulletin boards at CA and municipal offices, regular updates on SP Planning Region website, etc. • Posting of final assessment report on SPA website
			Consultation	• Municipalities to provide comments on draft assessment report (AR) prior to SPC submitting document to SPA • SPA to provide comments on AR prior to submitting document to MOE for approval • Workshop with stakeholder groups/general public to solicit input on the AR prior to it being finalized as required by regulation
			Involvement	• Municipal and stakeholder representation on working groups – providing input on behalf of their members. • Providing educational program to educate working groups on requisite technical knowledge for participation in science-based process • Strong working relationship between all partner SPAs within a SP Region (e.g. regular updates to and discussion with staff and boards) • SPC members ensuring two-way communications (e.g.,information updates and bringing back concerns of stakeholder groups) back to sector/stakeholder group
			Collaboration	• Municipal and stakeholder representation on SPC – providing input on behalf of their constituents • Strong working relationship between all partner SPAs within a SP Region (e.g., regular updates to and discussion with staff and boards)

Source Protection Plan Development	Source Protection Committee	Affected Public & General Public Stakeholder groups Working groups Municipalities SPA(s)	Information	• Regular updates to SPA on issues with development of SPP • Progress updates on SPP development to stakeholder groups and municipalities e.g. updates (E-Newsletters, newsletter mail-outs) sent to groups for dissemination to their members through their own communication channels, presentations at meetings/council, Bulletin boards at CA and municipal offices, regular updates on SP region website, etc. • Posting of final SPP on SPA website
			Consultation	• Ability of municipalities to provide comments on draft SPP prior to SPC submitting document to SPA • Ability of SPA to provide comments on SPP prior to submitting document to MOE for approval • Workshop with stakeholder groups/general public to solicit input on the AR prior to it being finalized as required by regulation.
			Involvement	• Working groups – municipalities, sector/issue/geographic – input sought for development of SPP • Strong working relationship between all partner SPAs within a SP region (e.g. regular updates to and discussion with staff and boards) • SPC members ensuring two-way communications (i.e. information updates and bringing back concerns of stakeholder groups) back to sector/stakeholder group.
			Collaboration	• Municipal & stakeholder representation on SPC • Municipality taking lead role in development of policies related to various components of SPP (e.g., wellhead)

Table 2: Stages of DRINKING WATER SOURCE PROTECTION PLANNING, Potential Participation Expectations and Examples of Engagement Activities (cont'd)

Stages of DWSP	Who is leading the charge?	Who needs to be involved?	Level of participation suggested in activities	Examples of engagement activities…
Risk Management Plan Development	Municipalities or SPA	General Public Individual Affected Parties Risk Management Official	Information	• Risk Management Official (RMO) provided with updates on AR and SPP development • Outreach on process for when a risk management plan would be required and elements of plan development for Risk Management Plan. • Opportunity for watershed to showcase beneficial management practices in their source protection area – through newsletters, displays, media events/ releases etc. – when advertising for awareness sessions
			Consultation	• Info session for how the risk management plan regime will work in the source protection area • Opportunity for watershed to showcase best management practices in their source protection area – through open houses, awareness sessions
			Involvement	• Affected party will work with Risk Management Official to develop a risk management plan for identified risk/threat
			Compliance	• As a last resort, the Risk Management Official may require actions to be taken to minimize risk/threat to water source on property • Risk Management Officials must take training in accordance with regulation. • Provincial actions for compliance with updated instruments as necessary.

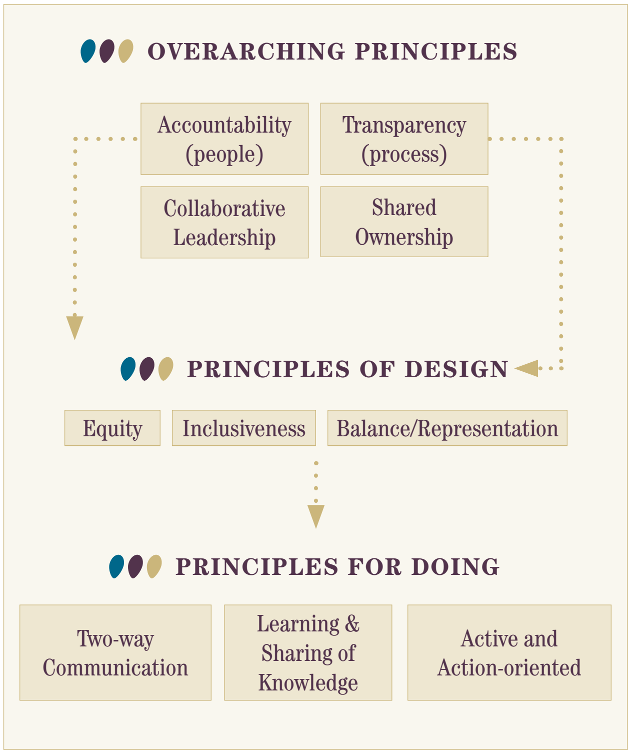
2≈ PRINCIPLES

In order to be successful in stakeholder engagement and public consultation processes required for the source protection planning process under the CWA, it will be important to take into account the various levels of participation and stakeholder involvement discussed in the previous section. Commitment to doing more than disseminating information as a means of reaching stakeholders will result in a higher level of acceptance of decisions and management plans.

The following principles were developed with the intention of providing assistance and shaping the approach for stakeholder engagement for DWSP. These principles can be viewed and used as a foundation and/or starting point for developing stakeholder engagement plans for the source protection planning process. Fairness in the process is a cornerstone to any democratic process. Ensuring that the process is legitimate and is understood by participants is key to building trust in the process, the program and the players and is also important in ensuring positive and effective outcomes throughout the DWSP process. Putting these fundamental principles into practice will contribute to effective engagement of the public and stakeholder groups, to increasing their trust in the process and to contributing to productive and positive outcomes.

Principles are "abstract ideals or standards of judgments… it is not easy to apply them to real-world situations, and practical constraints work against being able to achieve ideal outcomes."[12] However, ideals help us to strive for something better. While abstract and philosophical, these principles have been articulated to provoke debate and discussion, to bring certain elements of the design and operation to the surface when planning a stakeholder engagement strategy in addition to providing guidance on stakeholder engagement processes for the purpose of drinking water source protection under the CWA.

Figure 2: Principles for Stakeholder Engagement



The above diagram provides a framework for the principles and how they fit into the stakeholder engagement process. The overarching principles are *accountability* and *transparency*. These focus on both the people and the processes involved. The term "people" refers to those involved in the process, both leaders (provincial government, conservation authorities, municipalities) and the participants (individual residents of watershed, stakeholder group representatives). The term "process" refers to the manner in which engagement is carried out. The principles of *Equity*, *Inclusiveness* and *Balance* are related to the design of the stakeholder engagement activities, while the principles of *two-way communication*, *learning and sharing of knowledge*, and *active and action-oriented* refer to the carrying out of the engagement activities.

2.1 Overarching Principles of Stakeholder Engagement

These two principles – accountability and transparency – are important to any and all stakeholder engagement processes. They contribute to the fairness and legitimacy of the course of action taken.

2.2.1 Accountability

Whatever the consultation tools and process used to engage stakeholders in DWSP, the facilitators and leaders of these processes are responsible to the participants. Expectations of involvement and how the participants' contribution will be used need to be clearly articulated and met. This goes beyond legal accountability and refers to the integrity and ethics of both the leaders and the stakeholders engaging in the process. Stakeholder engagement expectations need to be clearly defined, understood and met. The tools and activities used by the leaders of the stakeholder engagement processes need to fit the level of participation sought and promised.

FOR EXAMPLE:

If an open house is promoted as a "consultation" session, then it has to be more than a venue to disseminate information. A consultation promises that the leaders will *listen to and acknowledge [stakeholder] concerns* (Table 1). If there is no room on the agenda for discussion, then it is not a consultation, but merely an information session.

In that situation, the participants were promised that their voice would be listened to, but were forced to listen to other voices instead or given minimal opportunity to speak. Consequently, the process will fail and unmet expectations will result in loss of trust in leadership and legitimacy of process.

If participants are being asked to provide input, then the leaders are accountable to the participants having promised that their input will receive due attention and consideration. Therefore, leaders and decision-makers have to have a way of acknowledging the contributions of the participants and demonstrating that it is being used. Moreover, participants are accountable to the process as well. When agreeing to participate, participants become responsible to the process as well. They must be to be able to address multiple concerns, work in a variety of different manners and styles, and be willing to communicate back to their membership/community. Most importantly, participants on source protection committees can act as representatives of their group/community and not pursue a personal agenda.

Collaborative Leadership

DWSP planning is the responsibility of many levels of leadership and can best be undertaken in a collaborative manner. Collaboration refers to partnership and involving multiple stakeholders who are collectively responding to an issue or situation. Leadership refers to the guidance of change, rather than reaction to it. Leaders create meaning for other individuals and set examples for others. In the context of DWSP planning, the multistakeholder nature of both the governance and issues speaks to a need for leaders at all levels to share responsibility for the development of trust and reciprocity among stakeholder groups to build a supportive environment for participants. With respect to stakeholder engagement for DWSP planning, activities need to be led collaboratively by the different leaders across jurisdictions and sectors in order to be truly effective.

For source protection planning, collaboration among the different leaders will be very important. Municipalities, Conservation Authorities, the source protection authority, the source protection committee and stakeholder organizations are all leaders. Consequently, determination of roles and

responsibilities was an important establishment. At different stages, in different topic areas, in various settings, leadership may fall on different agencies and organizations. Working together collaboratively means sharing ownership, managing conflict, and supporting each other.

In the **Regional Municipality of Waterloo**, the Planning Department joined forces with local business organizations to engage the business community in its wellhead protection policy development efforts. Workshops were led by the local business organizations, while the Planning Department provided information, technical assistance and support. In this situation, the invitation to participate in the session came from a trusted person within the business' existing network. Earlier workshops and open houses organized by the municipality alone failed in their attempt to attract participants from the business sector.

2.2.2 Transparency

Transparency relates to the procedures for engagement. Clear descriptions and instructions on how stakeholders can become involved and participate in the DWSP planning process are needed. The roles and responsibilities of all parties need to be clearly defined and shared with participants at the outset. Stakeholders need to be informed up front of the how, where, when, and what is to be expected of their contribution and participation. Processes for considering the contributions and concerns brought forward by stakeholders (individuals and groups) need to be clearly outlined so that participants in events understand how their concerns will inform decision-making. Mechanisms also need to be developed and employed to ensure people throughout the watershed have access to DWSP planning engagement follow-up materials: reports, decisions, etc. Systems need to be established to ensure follow-up materials are released and provided in a timely manner. Mechanisms and channels for communication between leaders of the engagement process (CAs, SPAs, MOE, Municipalities) in addition to those required to communicate with the general public and stakeholder groups are needed.

RECOMMENDATION:

Mechanisms for communicating between lead organizations – CA, SPA, SPC, Municipalities – need to be determined early on in the SWP planning process. Establishing regular communication, and a means of ensuring all parties are aware of when, where and what is happening, will contribute to a consistency in information, delivery and messaging that is needed and desired for DWSP to work across jurisdictions.

RECOMMENDATION:

With the assistance of your watershed stakeholders, develop a process for consideration of input, concerns, ideas, questions put forward by watershed community members to the SWP leaders (SPC, SPA, CA, municipalities).

Shared Ownership

If stakeholders can't see or feel how the issue impacts or affects them and can't see their own concerns and voices reflected in the action plans for DWSP, then they are less likely to support the process. Sharing ownership and responsibility for the outcomes of the source protection planning process helps to create the commitment needed for implementation at all stages. It will benefit from early and continuous engagement of the stakeholders in the drinking water source protection planning process. If all engagement activities take place at the *Information* level of the participation spectrum, then it will not be possible to develop a sense of shared ownership

of the DWSP process. The plan and activities used for the engagement of stakeholders are critical to the development of shared ownership, contributing to the development of a transparent and credible DWSP process.

> *One of the biggest barriers to action is 'not invented here.' The antidote is to allow people to say `we thought of that.' In practice that means running brainstorming workshops, helping people think through the practicality of ideas, and negotiating with others a result which is acceptable to as many people as possible. Clearly this isn't possible if you are simply providing people with information about your own ideas, or consulting them on a limited number of ideas of your own. Apathy is directly proportional to the stake people have in ideas and outcomes.*[13]

2.3 Principles for DESIGNING Stakeholder Engagement

The design of a stakeholder engagement activity or plan can and should take longer than actually hosting the event. The following principles are important to consider when planning and developing the events or activities for stakeholder engagement. They can help to choose tools, techniques and approaches that will match your desired goal and help you achieve your desired outcome. According to facilitator Anne Camozzi[14], for every one minute you spend in your event (meeting, focus group, open house, etc.) you need five minutes of design and preparation time.

2.3.1 Equity

The principle of equity recognizes that differences in power exist between stakeholder groups. Recognition of these power differences when designing stakeholder engagement processes will be essential to the credibility (perceived and real) and fairness of the process. It is important to acknowledge power differences, whether it is access to resources, level of organization within the stakeholder group or ability to participate. Attention to the power differences between stakeholder groups can lead to choosing tools, techniques and approaches to engagement that can help to minimize the challenges and conflicts that may affect the success of the process. There may be economic pressures that inhibit stakeholder participation in the process – for instance, a farmer facing financial pressures from declining commodity prices who has to work off-farm to maintain a living income, may find it difficult to participate during good-weather days in a planning exercise – or a small business person may face similar impediments.

> Power will depend on who has information and money. It will also depend on people's confidence and skills. Many organizations are unwilling to allow people to participate because they fear loss of control: they believe there is only so much power to go around, and giving some to others means losing their own. However, there are many situations when working together allows everyone to achieve more than they could on their own. These represent the benefits of participation.
>
> Anne Camozzi
> 50 Tips for Facilitators

2.3.2 Inclusiveness

This is more than due diligence and making sure the "right" people are engaged in any consultations. This refers to creating an open, inclusive atmosphere at any stakeholder engagement event, where participants feel that they are welcome to speak, share, and contribute to the process. This is also linked to the above principle of equity in that participants should be welcomed to the discussion regardless of their real or perceived level (or lack of) of power,

influence or authority. This is a challenge to accomplish when faced with people of personality and power who are demanding to be heard – how to ensure that there is space for all voices? How to reach the voiceless?

2.3.3 Balance and Representation

This principle relates to the need to ensure that there is balance in all aspects of stakeholder consultation and engagement: balance of voice, of concerns, of methods, of power and of process. The tools and techniques used to solicit stakeholder participation and contribution throughout consultation processes can create balanced viewpoints in the development of source protection plans.

PROFILE:

Huron County
Community Action Kits

In 1995, Huron County set out to write a truly, community-based official plan. A key component to the success of this planning process was the development of “Community Action Kits” – a critical foundation building step whereby local organizations and groups could self-administer a visioning process to identify key values, visions and issues. From boy scouts to families, environmental organizations, classrooms and everyone in between, approximately 700 people took part in this process.

This approach embodies the principles of equity, inclusiveness, balance & representation. Finding an innovative way to reach a diversity of groups, ages, interests without being constrained by location, allowed for maximum input.

For more info see Part Two, Section 6.2 or contact the Huron County Planning Department [www.huroncounty.ca/plandev]

Tips for SE design:

The thoughtful design of meetings and workshops and use of activities can make up for less experienced facilitation. Using a combination of techniques in a meeting that promotes individual thought and small group discussion in addition to working as a large group can help to ensure all participants contribute in some way. The larger the group, the more shy participants can be. Making sure that space exists for all participants to feel comfortable enough to share helps to achieve the balance and representation of voice. Where possible, recognize who is in the room and use techniques that equalize voices (see Part Two, Section 2 - General Techniques). Efforts to educate stakeholders should build in a foundation for a safe and mutually-respectful educational environment that allows for people of different intelligences and backgrounds to feel comfortable sharing their views.

It is also important to go beyond the list of the usual suspects when inviting participation. Ask all your networks to send the invitation to their lists of people. Try to include one new group, sector, community every time you put out a call to participate. People respond more frequently when information comes from a trusted source. Don’t rely solely on broadcast invitations (newspaper, radio, e-bulletins) and make connections with an organization that represents a network of people you haven’t attempted to engage in environmental issues before. The Kinsmen Club (Optimist, Lions, Rotary, Masonic Lodge, Jaycees, etc.), your local church, mosque, temple or synagogue; the Chamber of Commerce, Business Improvement Association, Manufacturing Association or local schools all represent networks of people and organizations within your watershed.

How to deal with perceived 'squeaky wheels' (those participants who appear to monopolize the conversation)?[15]

- Good facilitation and chairing of meetings – including techniques designed to elicit quiet input from a broad range of participants, using methods which appeal to people of different preferred intelligences.
- Not accepting silence as acceptance
- Ensuring all participants have had the opportunity to speak

The facilitator or chair of a meeting plays a critical role in its success. As a leader it is important to be observant of who and what group is being the most vocal and who is being quiet. Drawing the quiet participants into the conversation or changing the meeting format could create different opportunities to share views. If the number of participants at a meeting is too large for all to have the opportunity to speak then break into smaller groups. Many people who are too shy to speak to a large group may feel more comfortable when speaking to only 5 – 8 peers.

A tip for dealing with topics that are not directly related to the conversation at hand is to have a "parking lot" for additional issues of concern. This list is a place where the chair or facilitator can place items that will take the discussion off track. If possible, this list should be posted on a board or paper in view of all participants.[16]

2.4 Principles for DOING Stakeholder Engagement

The following principles relate to how the stakeholder engagement activities are carried out.

2.4.1 Active and Action-oriented

Events should be designed to be active and action-oriented. Stakeholders need to be actively sought out and approached throughout the engagement process. Personal contact, rather than passive blanket approaches, work best when trying to engage reluctant or skeptical stakeholders or to reach out to those who have not participated in such events before. Engagement activities need to have action-oriented outcomes. Participants need to see that their input is being considered and that the actions taken reflect issues raised through the engagement process.

TROUT UNLIMITED CANADA (TUC) & CREDIT VALLEY CONSERVATION (CVC)

In 2004, TUC and CVC hosted a workshop to help set the direction for a new project in the Upper Credit watershed. At this workshop, over 30 watershed participants gathered to learn, discuss and determine a new focus for stream rehabilitation efforts.

The morning portion of the workshop was filled with presentations on the current state of the Upper Credit River. The scientific information was shared and a general Q & A session was facilitated.

The afternoon portion of the workshop was a combination of small group discussion, plenary reports, group decision-making and information sharing.

At the end of the day, information had been shared, concerns voiced and listened to, decisions had been made, priority issues had been identified and volunteers for the project had been solicited.

The eventual outcome of this workshop led to the creation of WeCARE – the West Credit Appreciation, Rehabilitation and Enhancement Project.

Please see the following website for more information: http://www.creditvalleycons.com/wecare/

Additionally, activities and events need to be active in nature. No one likes to sit for too long without a break. Watch your audience – if they are fidgeting and whispering or falling asleep, it may be wise to take a quick break and come back to the discussion or topic at hand. Don't significantly alter eating and break times to accommodate presentations that are running overtime. When people are hungry they are less likely to listen or be congenial. If possible, mix up the tools used in your event so that there are some that require people to move about the room in addition to sitting. When breaking into smaller groups, do what you can to ensure movement of the participants. New people, new settings, new seats can re-energize a sluggish group. Stakeholders make a sacrifice in personal time when they commit to attending a workshop or learning session and facilitators have a duty to make that time as engaging and beneficial as possible. As such, educational activities need to not only be focused on imparting the requisite information but also to create opportunities for personal enrichment and growth and create the foundation for respectful collaboration of representatives from diverse stakeholder economic sectors.

2.4.2 Learning and Sharing of Knowledge

The processes for involving participants in DWSP planning consultations are venues for learning and the sharing of knowledge. Not only to disseminate information from the agencies regarding DWSP, but also for agencies and other stakeholders to learn from each other's perspectives and experiences. Opportunities for the sharing of local knowledge regarding topics of concern for DWSP need to be incorporated into any engagement process.

TIPS:

1) When possible, ask fellow participants to share their experiences. Know your audience. If you know that someone else in the room has experience with the topic/issue/question at hand, ask them to help answer by sharing their insights.
2) When designing an agenda for a meeting or open house, allow for time to mingle, time to talk and catch up. If it is a regular meeting of an advisory group, be sure to build in time at each meeting for participants to share something that they are working on – professionally or personally. If it is a public meeting, ensure that there are several breaks for social time.
3) Icebreakers and other activities, such as Scavenger Hunts etc., can help to build energy within the group, to make the group feel comfortable with each other and to allow participants to get to know each other and have fun.

2.4.3 Two-way Communication

Communication is as much about listening as it is about getting your message out. Stakeholder engagement processes must be designed with that in mind – to have room for both disseminating the information and messages, as well as for listening and discussing the questions, concerns and stories being brought forward by the participants in the event.

Moreover, communication must be clear, consistent and constant. DWSP is a complex issue and the planning process is going to be lengthy. Communicating with stakeholders in a clear manner, using familiar terms, regular updates, tapping into their channels of communication and being consistent across stakeholder groups and through time in regards to how concerns are dealt with will help to build a more informed and confident public. The participants in the process (both stakeholders and leaders)

need to feel listened to – not patronized. The design of the process needs to ensure that the audience is not being spoken at, but rather engaged in a discussion and dialogue that is flowing in two directions.

Research has shown that people learn most from groups that they belong to, from networks that they trust. Therefore, tapping into the communication networks that already exist, cultivating relationships with organizations that reach out to a broader community will contribute to building trust in both the process and information.

3≈ CHALLENGES & KEYS TO STAKEHOLDER ENGAGEMENT

Through conversations with conservation authority and municipal staff, in addition to the information gathered at a meeting of DWSP Project Managers and Communications staff (July 2006) and meetings with the working group for this project, the following list of challenges to stakeholder engagement has been developed.

> *"CAs know the stakeholders and are well aware [of the challenges to engaging them]. My perspective is that it is not a negative challenge – we like it. It is part of the way we do business. I see it as a positive challenge and new opportunities to learn."*
>
> L. Fragomeni,
> Quinte Conservation

3.1 Challenges to Stakeholder Engagement

a. Time

Time to do what is needed. Time to do this level of engagement. Engaging stakeholders at all levels of participation, involving them early and continuously in the DWSP process is time-consuming.

b. Audience

Reaching the diverse DWSP planning audience is a challenge. Many economic sectors bring different, or even conflicting, views of drinking water concerns. The size, scope, type of audiences that need to be targeted, approached and involved is daunting. Also, there is a need to find ways to engage new audiences. Non-traditional stakeholders are being impacted by DWSP planning and therefore CAs need to reach out to existing and additional audiences.

c. Cost

Stakeholder engagement may be pose challenges in terms of cost as well as time. Additional resources may be necessary to effectively engage a broad and large number of stakeholders and there may be differences in communities' financial capacity to support stakeholder engagement. Some stakeholders perceive the source protection planning process as expensive and it is a challenge to communicate to them that it will cost more in the long run if we don't protect our water.

d. Public (mis)perceptions

Some people have concerns and misconceptions regarding the impact and scope of the CWA. There is concern that adequate funding will not be available throughout both the source protection planning and implementation processes and that current funding is focused on background data and planning infrastructure rather than the protection of drinking water resources. In addition, there is uncertainty that the process established by the CWA will successfully engage

the public and create meaningful and substantive dialogue and interaction during the development of source protection plans.

e. New ways of doing things

DWSP is a new way of approaching a public policy issue and the process established under the *Clean Water Act, 2006* to assess drinking water threats and develop plans to respond to these threats may represent a new way for program partners such as the government and municipalities to work together. It is a complex and multi-layered process and there will be a learning curve for all program partners in the implementation of this process.

f. Marketing the expensive intangible

There is a need to bring out the scientific-technical advances that DWSP has been driving and making the invisible visible. The general public has a hard time seeing how all the background work will contribute to protecting drinking water sources. There is a need to market what benefits the scientific-technical advances and knowledge will bring to the DWSP planning process and the everyday existence of the watershed residents.

g. Communicating technical information in an understandable way

Plain language, common nomenclature, and consistency of terminology – these are all conditions that both those working on DWSP planning and the general public are asking for. The challenge is to find that common language, to stick with it and to share it with others so that more people are using the same words and meanings. A second challenge is to find the words that mean the most to the largest group of people. Taking the technical information and making it understandable by those who do not possess specialized knowledge and language.

h. Trusting the science and information

While most everyone can agree that protecting our drinking water is important, the average watershed resident may not have the vocabulary and specialized sources of knowledge to understand the science and technical information that DWSP planning is based on. This makes it difficult for the public to understand and support DWSP programs and efforts. In addition, how do you know how much information is too much? Not enough?

i. Meaningful participation that draws in participants and meets expectations

A challenge will be to ensure first consultation participants have a good first impression of DWSP planning consultation. This is needed to develop long-term buy-in of participants. It also requires clarity of roles/responsibilities with respect to consultations. Stakeholder engagement activities need to meet the public's expectations regarding the protection of their drinking water as well as their expectations with regards to how you can assist them.

j. Meaningful communication

A host of challenges are associated with communication. Being aware of timing of communications to ensure it is well received (don't expect farmers to come to fall day-time meetings). Being flexible with communication styles depending on your stakeholder group – business, industry, agriculture, First Nations, mining, cottagers, religious communities (e.g., Amish and Mennonite) – all have their own styles and languages. Choosing the right communication method or approach is critical.

3.2 Keys to successful stakeholder engagement

When asked the question "what has made your stakeholder engagement activities successful?" practitioners replied with the following list of key points. This list is by no means final or comprehensive. However, these elements have been essential to successfully engaging stakeholders in planning and management activities within their communities. These are not listed in any particular order.

a. Listening to people in a meaningful way

It has been mentioned more than once throughout this document already, but the need to listen to and acknowledge stakeholder concerns and ideas is very important. Creating the space and time to listen is a challenge to stakeholder engagement. Showing your stakeholders and the general public that you have heard and acted upon their concerns and ideas not only can enrich your process, but also contributes to building trust and credibility in both you as the leader as well as the process.

b. Knowing your audience and understanding where they are coming from

In other words, it is important not to step into a situation blindly. Be as aware of the situation – the politics, the people, the issues – as possible. Talk to everyone. As a leader, it is important not to be seen as taking sides. That means being empathetic, not just sympathetic. It is not always possible to be neutral or to remain conflict-free. In situations of high conflict, it will be harder to be empathetic. The challenge then becomes how to maintain your cool and not be defensive, while still maintaining your position.

c. Relevant information and messages

Matching the message to the request is harder than it looks! Often we get excited by the additional opportunities that a workshop, newsletter, meeting or open house may afford. Ensuring that the information is relevant to the task, audience, or medium at hand is essential. Bombarding the audience with too much information is not going to inform them any faster and in fact may work to discourage participation.

d. Clear purpose for the activity or event

Having clear and achievable goals for an activity or event is a key ingredient to its success. It helps participants to understand their role, provides a guide for facilitators and leaders, and allows both participants and leaders to measure progress and success.

TIP:

When asked to participate in a meeting or public forum where conflict exists, be sure to find out who the other speakers are, what the focus of the meeting is, where you are on the agenda. Ensure that there is time for discussion and questions. If it is an unfavorable crowd, ask to speak last to ensure that there is time to respond to the challenges brought forward by the audience or organizing body. Ask to bring information. Ask to bring supporters and others empathetic to your position to the meeting. Stay after and talk (so long as you're not in physical danger). Introduce yourself to people at the breaks. Don't run in and run out of the meeting. Avoiding the challenges or remaining on the defensive just confirms whatever suspicions the audience had when they entered the room.

L.Fragomeni
Quinte Conservation

e. Common terminology, consistent use of words

The only way to understand each other is to speak the same language. If the terms and meanings are continually changing, then the audience will not develop a solid understanding of the topic or issue. Drinking water source protection requires many to learn a new language – the language of

drinking water protection. While the focus of the work is not necessarily new, the language used to explain and generate support and participation for DWSP is often new. DWSP affects everyone in the watershed – some stakeholder groups have not been involved in environmental management before. Using a common language to discuss DWSP will be an important commitment for those involved at a leadership level.

f. Early engagement of participants in the process

Get people involved early in the process. This helps to build a foundation of understanding of the issue, generate "buy-in" and contribute increased experiences and ideas to the process. Trying to get people to support a process such as source protection planning, can be difficult if they are not engaged at the outset. Participation, as discussed in previous section of this document, does not mean decision-making. It can be as simple as information sharing through newsletters and speaking at meetings etc., and as complex as a working group or advisory committee.

g. Finding local leaders and getting them involved

The key to engaging groups that you do not have strong relationships with already is to build relationships with local leadership and trusted individuals within the network and get them involved. People learn from and are influenced by the most by trusted members of their community. If they hear of a program or activity or meeting from a colleague or friend within their community, they are more likely to attend and participate, especially if there is misunderstanding or controversy.

h. Food and social time is a must!

In any gathering of people, we need space to enjoy each other, learn about other members of the group, to share food and conversation to develop connections with each other. If we are asking people to volunteer their time to participate on a working group, committee, to give up a Saturday or an evening to attend an open house or public meeting, we need to give a little something in return. In addition to providing participants with a meaningful experience, adding food and social time is a must.

PROFILE: REGIONAL MUNICIPALITY OF WATERLOO

While trying to engage the local business community in wellhead protection, the planning department had difficulty generating buy-in to the process and soliciting participation. Direct mailings and phone calls didn't work. Public meetings had little to no turn-out. The development of a newsletter "Facts on Tap" that talked about water policies and who it affected business drew upon experiences of local businesses and profiled business leaders who had experienced contamination issues. Having local leaders discuss the impact that a contamination had on their bottom line and demonstrate the value of investing up front instead of paying for clean up was invaluable. Additionally, the department began networking with the economic development officers. Through those trusted leaders within the business community network, the department was able to get key messages about wellhead protection out to the target audience.

i. Icebreakers are important

At the beginning of every meeting, even if the group is already familiar with each other, having an icebreaker is essential. It can be as simple as putting an aerial photograph, map or photo on the table or asking the group for personal stories to share. Providing a discussion topic that gets people warmed up and comfortable in the room, at the table, in the space, and with their neighbours helps meetings and workshops run smoothly.

j. Celebrate successes and give recognition for accomplishments, no matter how minor

By celebrating our achievements, we build confidence and momentum. It is easy, when embroiled in a difficult issue, to focus on the negative and what has not been accomplished. It is important to remember to take note of our achievements and not be reluctant to talk about it. Through sharing and celebrating the positive work that is occurring, more participation can be generated.

k. Make it real and visual where possible

Keep things practical and applicable. Most people are visual learners. Where possible, provide visual examples. Field trips, show and tells, guest speakers, images etc. all contribute to making source protection planning real and tangible to the participants.

IDEA: THE ACRONYM JAR

Try not to use acronyms. For every acronym used, the user must put money in the jar. At the end of the month, year, volunteer terms, etc., use that money to treat the group.

Acronyms can be alienating. Acronyms slow down the sharing of information because not everyone is a familiar with the meanings. They are especially alienating when there is a newcomer to the group. The newest person is often left behind in the conversation because they don't know the proper meanings.

Try to curb the habit of speaking in code. Start an acronym jar and treat the group or raise money for charity.

J.VanWieren, Parks Canada & Young Conservation Professional (2006)

l. Do not promise more than can be delivered

Creating a realistic and manageable list of mandatory minimum consultation – and not promising the public more participation than can be delivered (e.g., it must be clear that if we are consulting on the draft Terms of Reference we must communicate clearly what ***can*** and ***cannot*** be changed about the ToR) – and making sure all consultation is in the context of a science-based process.

4≈ FACILITATION

A facilitator is an individual who enables a group to work more effectively together.[17]

A facilitator is the person responsible for the management of a change process within a participatory intervention.[18]

A facilitator is a person "who aids a group in collective understanding, action, decision-making, and information exchange."[19]

A facilitator is all of these things. And most importantly, facilitation is a key to successful stakeholder engagement processes. In any situation where the purpose is to bring together a group of people to address a common issue, concern, problem, or idea, having strong facilitation skills will be essential to ensuring that the public meeting, focus group, or simply the regular meetings of the source protection committee are well-run, well thought out, well-prepared and achieve the desired outcome.

There is much discussion and focus on the need for a facilitative approach to stakeholder engagement. What does this mean? If a facilitator is all of the above definitions then it means that a facilitative approach is one that is focused on the process used to help the group reach the desired outcomes. As Camozzi states, "the principle of good facilitation is to do it based on

the needs of the group while balancing the needs of individuals. Adults don't like to be in situations where they're listening to things that aren't relevant to them."

> Whatever the topic, [facilitation] is a process to assist a group of people getting together for a common purpose. Facilitation is both an art and a science. Good facilitation isn't about personality; it's about good skill sets. You can learn to become a better facilitator.
>
> Anne Camozzi,
> 50 Tips on Facilitation

For DWSP, a large part of the task at hand is to create a process to bring diverse interests and experiences to a common table in order to work together to protect sources of drinking water. Honing your facilitation skills will contribute to a focus on the process in addition to achieving particular outcomes and can help act upon the principles discussed in Section 2.

Facilitation skills were also identified by stakeholder engagement practitioners as playing a critical role in the success of multistakeholder committees, especially for managing conflict. In order to meet the needs of a diverse group of people, the development of a strong process and the commitment to acting as a change agent rather than a participant is required on behalf of the leaders. To be successful in creating an experience that is participatory and that will achieve the goal of the meeting requires a great deal of planning. Using a mix of styles throughout the day that enable the participants to have time for both individual reflection and sharing of thoughts, experiences, and concerns with other participants is of value to multistakeholder activities and adult learning situations.

To plan an appropriate agenda, you first need to identify the goal and desired outcomes of the activity/event.[20] You then need to design the process to reach those outcomes. Having a clear goal and knowing your desired outcomes can help you to develop a good agenda and to choose tools that can help you to achieve that agenda.

If your goal is to have a DWSP planning working group identify means to mitigate risks to water quality, you may want to choose some tools to help the group work through that task during the meeting. What does the group need to have at the end of the meeting? Ideas? A strategy? Actions? A common pitfall is to try to achieve too much in one sitting, turning meetings into marathons. Choose a realistic goal for the meeting and set aside plenty of time so that all agenda items have enough discussion and attention. Perhaps at the first meeting, the working group will brainstorm ways to mitigate risks using mind mapping or coloured paper (See 'Brainstorming' in Part Two). At the next meeting, the ideas can be briefly re-visited and then, using a decision-making technique such as pair-wise ranking, dotmocracy or nominal group technique (See 'Decision-making' in Part Two), a strategy can be developed or planned.

Why is facilitation important for drinking water source protection? Because facilitation puts the focus on the people and the process rather than only on the outcome. It demands that time and energy be spent on thinking about how you will help the group achieve the desired goal.

> One of the biggest mistakes that facilitators make is not coming to a meeting with a good agenda… For every **1** minute you facilitate, you need to put **5** minutes of planning in.
>
> Anne Camozzi
> 50 Tips on Facilitation

5 ≈ EVALUATION

Having systems in place to monitor and then communicate progress is a critical part of environmental or risk management. Not only does it allow governments, agencies and organizations to know if programs are working, but it allows stakeholders to share successes and highlight the challenges and opportunities to the management efforts.

Evaluation is a process of "being able to confirm that the objectives have been reached or not"[21]. While this is a simplistic definition, Camozzi goes on to qualify it further with the following questions:

- Were the objectives met?
- Have the identified needs been filled?
- What has happened as a result of the work?

Frequently, evaluation of programs is often the forgotten step in the project cycle because the focus, emphasis and momentum are directed at implementing the project. Building future plans and projects for an organization can be strengthened through knowledge of successes and challenges of previous work as revealed through an evaluative process.

Furthermore, evaluating and reflecting on progress throughout a process can contribute to teambuilding and creating a sense of ownership by participants in the process. As noted by Walker[22], creating group goals at the outset helps to develop a sense of ownership and accountability at the group performance level. This reduces the focus on the outcome and activity level, and facilitates collaboration and cooperation of the group as a whole. This will be especially important for the development of group cohesion and trust with the multistakeholder working groups such as the source protection committees.

The results of an evaluation can create more effective plans and projects by informing the design, the methods of implementation and the allocation of resources. They also contribute to a more efficient use of time, volunteer hours, resources and people's commitment.

Reasons for engaging in evaluation include[23]:

- Increasing credibility and accountability
- Increasing the adaptive nature of the organization and its work
- Documentation of the process
- Compilation of results to show volunteers, partners, members and funders the positive impact of the work undertaken

Evaluation measures are often discussed in terms of inputs, outputs and outcomes which are measured based on various indicators. Indicators are factors that enable you to know whether or not you have been successful. Outputs are the products of the process whereas outcomes are changes associated with the process. Performance indicators relate to outcomes and whether they satisfy the objectives. Are participants satisfied that their voices and concerns were heard? Have issues been resolved? Output indicators measure an immediate product: Do we have agreement on a plan? Have enough volunteers signed up for an event?

Measurements of progress may focus on a number of aspects of drinking water source protection including stakeholder engagement efforts (number of people attending public meetings, open houses, volunteers to sit of committees, agreements between groups).

An evaluation can be done verbally, asking participants about their experience. It can be done in a small group, as a large group or individually. It can be written – although lengthy written tasks can be a deterrent for many stakeholders. It can be anonymous. There are many different approaches to evaluation. You need to choose the one that fits you and your situation the best.

Ensure that any evaluation form to be completed at a large event is handed out with the initial materials needed for the event and is referenced periodically before the end of the meeting. Make sure that the person or place where the form is to be returned is clearly identified. Also, provide non-written opportunities for feedback, such as one-on-one interviews with people after a meeting.

A quick evaluation can be as simple as putting up a flip chart paper with a happy face (what you liked) and progressively-less-happy faces (what you disliked or liked less) and supplying participants with paper and tape to record their thoughts and place them on the paper. This allows the group to read other people's comments and reflect further on their own experience. It also provides a degree of anonymity within a group setting. Unless your co-participants recognize your handwriting, people's comments are unidentifiable.

Provide a range of possible answers including 'No Opinion.' For instance, some people might be reluctant to criticize a meeting but if there is a range of possible responses from dislike to somewhat to liked it a lot, you may have more success at identifying weaknesses. Don't be afraid to ask specific questions such as whether or not the participant found the information useful and plans on sharing it with others, especially a watershed organization or community that they represent.

Another quick series of questions is the hand-head-heart evaluation. In this evaluation, participants are asked to reflect on their experience in terms of skills (hands), knowledge (head) and personal growth (heart).[24] After a session where a great deal of information was shared across diverse stakeholder groups, asking if people had any "ah-ha" moments is an invitation to share something that may have surprised or excited the participant.

Why is evaluation important in the context of stakeholder engagement and drinking water source protection? It helps leaders of the process to measure progress and adapt and change plans when necessary. You may undertake many different activities – such as newsletters, open houses or citizen juries – in your DWSP planning and each contributes to the development of the plan in some small way. However, you need to know if those activities are helpful in achieving your goals for DWSP planning so that you can adapt your approach accordingly.

6≈ TOOLS, TECHNIQUES & TIPS

As discussed earlier, there are many factors to consider when determining the tools and techniques to use in your stakeholder engagement strategies and activities, such as:

- Purpose of engagement process
- Nature of people you want to engage
- Constraints you face (e.g., Budget, timeline, legal requirements, skills have/lack, etc.)
- History of the issues you're dealing with – past issues, current attitudes
- Who has decision-making power or responsibility – can it be delegated or assigned to others?

Asking those questions can help you to develop a plan, an agenda, an approach that will best suit the participation levels at which you would like to engage stakeholders, in addition to tackling the particular challenges that you are facing.

In Part Two of this Reference Guide, tools for stakeholder engagement are discussed in detail. In addition, this next section will provide you with tips and tricks for challenges you may encounter and provide some suggestions for addressing particular challenges previously discussed in Section 3.

The following tools can be found in the companion document – *Tools for Stakeholder Engagement.* In Part Two, the tools are organized according to level of participation that they work towards engaging. Each tool is described, strengths and weaknesses are identified and examples and further references are provided.

Table 3: Description of Tools & Techniques for Stakeholder Engagement

Tool	Level of Participation	Description	Audience	Part 2 Section #
Ambassadors	Information	The Ambassador concept centers around the principle that people trust, respect and are most willing to receive information from people within their communities that they know and respect. Ambassadors are champions for your project and form a network across the watershed. A network of Ambassadors provides access to the issues and concerns that really matter and are deeply rooted within people of a community.	Small to Large	3.11
Backcasting	Involvement	In backcasting, groups of people work together to discuss the implications of future policy and planning goals. Backcasts compare various future-conditions, and contrast the implications of different options for action, then develop a plan to achieve the most desirable options.	Medium to small	5.3
Brainstorming	General	Brainstorming encourages participants to creatively develop solutions and push their ideas as far as possible. Rules of brainstorming include: no judgment, no wrong answers, and no limits. Brainstorming activities encourage lateral thinking and stimulate problem-solving.	Small to large	2.1

• Coloured Paper		This technique uses coloured paper as a means of facilitating brainstorming and analysis. The colour allows the participant to focus in on particular questions relating to the issue at hand. It also allows for easy grouping of responses to facilitate analysis of brainstorming results.	Small to large	2.1.1
• Buzz Groups		A buzz group is a small group consisting of 3-6 people who are given an assignment to complete in a short time. Each group records their discussion and outputs and then reports back to the larger group.	Medium to large	2.1.2
• Hum Groups		Hum groups are groups of two people, working on an assigned task. The noise generated by the pairs is more of a hum, rather than the buzz of larger discussion groups.	Small to Medium	2.1.3
• 1-2-4-8		This is a fun and interactive exercise for larger groups that is designed to generate discussion around a particular topic or question by moving from individual (1) brainstorming to successive pairings of groups (2-4-8). The goal is to encourage the exchange of viewpoints and is used when a topic isn't clearly defined and different opinions are present and need to be discussed.	Large	2.1.4
• Flipchart Rotation		This is a quick way to ensure that the group is able to give feedback to several questions. Each flip chart station has a separate question to be answered, topic to brainstorm, or list to generate. In small groups of 2-3 people, participants move in a circular fashion between flipcharts adding as many thoughts to the list as they have until they have had a chance to visit and brainstorm at each station.	Small to medium	2.1.5
Broadcast and Cable Television Notices, Interviews and Programs	Information	Community cable television is a forum that can provide cost-effective direct delivery of information to viewers. The number of viewers may be small but this is a media vehicle which can be considered as part of the information mix. Other television vehicles are effective at reaching stakeholders who may not favour print media vehicles for information but this is less cost-effective. However, studies indicate many organizations do not use the communications vehicles most used by the public – and television should be considered where possible.	Small to Large	3.12
Central Information Contact; Technical Assistance	Information; Consultation	Central information contacts help members of the community find information quickly and effectively. Contacts should have a strong understanding and skills that accurately represent the project. They should also demonstrate a good rapport with the public and have a good representation of key stakeholders and stakeholder groups.	Medium to small	3.4

Table 3: Description of Tools & Techniques for Stakeholder Engagement (cont'd)

Tool	Level of Participation	Description	Audience	Part 2 Section #
Committees and Working Groups	Involvement; Consultation	Citizen committees are groups of stakeholder representatives who are appointed to provide feedback on a specific issue. Committee members meet in order to provide ongoing contributions and advice throughout the process of a plan or project. A structured education program may be required to provide these groups with the knowledge base to provide science-based input on Source Protection Planning.	Medium to large	5.4
Citizen Juries	Involvement; Collaboration; Consultation	Citizen juries use a representative sample of citizens, who are used to contribute to decision-making processes. Participants are given detailed information relating to an issue, and are asked to collectively issue a report on their verdict regarding an issue (as with legal juries).	Medium	5.7
Community Watershed Forum	Collaboration; Involvement; Information	A watershed forum is a process for education, creating visions, identifying issues, and creating action plans. They provide an excellent means to bring people together, gain an understanding of each other's viewpoints, and develop plans based on community visions.	Large to medium	6.3
Consensus Conference	Involvement; Consultation	Consensus conference is a public meeting which facilitates citizen involvement in addressing an issue. An expert panel is provided to ensure that various viewpoints can be discussed at the conference. A consensus conference offers a highly participatory technique for community voices to be heard. The size of these meetings should be managed and a skilled facilitator must work with the participants to build a foundation of mutual respect within which diverse voices can be shared in a safe environment.	Medium to large	5.5
Decision-Making & Prioritizing Techniques	General	In order to transform the ideas generated through brainstorming into action, decisions need to be reached. Achieving consensus in small to large groups is challenging. These techniques listed below are some of the most commonly used methods of reaching group consensus through varying degrees of democratic and participatory means.	Small to large	2.2
• Dotmocracy		Dotmocracy is a means of voting on a participant's preference or priority. The name comes from engaging in the democratic process of voting, using dots. Each vote has an equal weight. Each participant receives the same number of opportunities to cast their vote.	Small to large	2.2.1
• Weighted Ranking		This is a similar exercise to Dotmocracy; however, it requires the participants to rank their preferences. Each participant is given the same number of votes, usually 3 or 5 and is asked to rank the issue at hand from top priority to 3rd or 5th priority.	Small to medium	2.2.2

• Nominal Group Technique		The Nominal Group Technique (NGT) was developed as an organizational planning technique in order to help prioritize issues on a consensus basis. It can be used as an alternative to Focus Groups or Brainstorming; it offers a more structured approach while still providing opportunity for input from all participants.	Small to medium	2.2.3
• Decision Grids		Decision grids are a problem-solving tool that scores options according to specific criteria. The grid lists several options down the left side and the criteria across the top. The highest score indicates the best decision according to the criteria the group has listed. This technique is also known as "Preference Ranking". This tool helps a group or community to systematically choose between options.	Small to large	2.2.4
• Pair-wise Ranking		This is a simplification of decision grids and preference ranking. The group is asked to choose between each pair of options in turn, making their decisions based on guiding criteria. The option that "wins" the paired choice most frequently is given the highest rank.	Small to medium	2.2.5
• Consensus Decision-Making		There are several techniques and formalized processes for achieving consensus decision-making. Some of the ideas and resources are suggested in this section.	Small to large	2.2.6
Deliberative Opinion Polls	Consultation; Involvement	Deliberative Opinion Polls (DOPs) are used to obtain participant opinions on issues. Participants are informed using various media to gain an educated and balanced viewpoint on issues, and are given time to consider the issue is detail. This differs from ordinary opinion polls, which do not give participants the opportunity to learn about the issue being studied before doing surveys.	Medium	4.3
Delphi Study	Involvement; Collaboration	Delphi studies connect numerous carefully selected experts and stakeholders in a consensus-based process, without requiring physical meetings. The technique bridges gaps both between knowledge and geographic areas in order to reach agreement on an issue.	Medium to small	5.6
Field Trips	Information; Consultation	Field trips and tours are a venue for providing information to participants in an experiential setting. Trips can also be opportunities for participant input into planning. Field trips complement presentations and written reports well, and give stakeholders clearer perspectives on issues.	Large to small	3.8
Focus Groups	General	Focus groups aim to identify key issues surrounding a topic, using groups of 4-12 people which may be multi-stakeholder in nature. With a set of several questions, focus groups provide researchers with the opportunity to learn more about emerging issues in a community.	Small to medium	2.3
Information Repository	Information	Information repositories are places where members of the community can freely access project information. Information repositories tend to be located in locations such as: public libraries, schools, city halls and other public facilities.	Large	3.2

Table 3: Description of Tools & Techniques for Stakeholder Engagement (cont'd)

Tool	Level of Participation	Description	Audience	Part 2 Section #
Inserts/ Advertisements	Information	Inserts and advertisements provide information to the public through newspapers or other printed media. They can be very effective if they make a visual impact on a viewer, thus creating interest, and have concise content. They may not always be as well-read as editorial content but there is greater control in ensuring placement and use of the content, size, etc.	Large	3.5
Key Stakeholder Interviews	Consultation; Involvement	Interviews with key stakeholders are an important means of gaining insight into ideas and concerns of individuals in the community. Interviews can be designed to be structured, semi-structured, or as a casual (unstructured) conversations.	Medium to small	4.4
Kitchen Table Discussions	Consultation; Information	Kitchen table discussions are small discussions between citizens within a local area, which are usually held at a person's home or a coffee shop. These meetings are used to facilitate the sharing ideas over a topic of interest in an informal setting.	Medium to small	4.5
Media Releases	Information	The media are an excellent means by which information can be disseminated in a cost-effective and efficient manner. There are limitations in terms of not having complete control of placement, size or use.	Large	3.3
Open House	Information; Consultation	An open house provides an opportunity for the public to learn more about an issue or organization in an interactive, yet informal setting. Visitors are able to learn through 'hands-on' demonstrations, speaking with staff or experts, or obtaining information from displays with visual and print materials. An open-house format may also prevent the 'social amplification' [David Ropeik, Risk Communications Workshop, 2006] that can occur at a larger public meeting where an individual or small group can use the platform to rally the larger group towards an antagonistic position.	Large to medium	3.6
Printed Public Information	Information; Consultation	Printed material is a means of providing information on a project/issue, or publicizing a participation process such as an event or meeting. Materials such as fact sheets, flyers, newsletters, brochures, issues papers, reports, and surveys are examples of printed public material.	Small to Large	3.1
Public Meetings	Information; Consultation	Public meetings are a forum for participants to express themselves, learn about plans, hear other viewpoints, and speak about concerns. These meetings are typically held to engage a wide audience in sharing information and opinions about topics. Meetings typically have presenters set with a schedule, followed by question and answer periods.	Large to medium	3.9

Questionnaires and Surveys	Consultation; Involvement	Questionnaires and surveys are useful for obtaining the perspectives of individuals on issues, as well as gathering additional information on a topic. They are developed to ensure consistency in asking questions, and can be made anonymous, which aids in obtaining reliable data from participants.	Large	4.1
Search Conferences (Future Search Conferences)	Collaboration; Involvement	Search conferences are planning meetings that bring together large groups- which emphasize community-building through face-to-face discussions among stakeholders to develop ideas. They provide the opportunity to apply local knowledge in a venue which is designed to facilitate dialogue and relationship building.	Large	6.1
Signage	Information	Putting up signs to indicate watershed boundaries, to raise public awareness of the watershed landscape and particular issues in the watershed, to help develop a sense of belonging to the watershed.	Large	3.10
Stakeholder Analysis	General	Stakeholder Analysis is an approach that uses different tools and techniques to understand who the various participants of a project or process are and what their needs and concerns are regarding that process or project.	Small to large	2.4
Study Circles	Involvement; Consultation	Study circles are processes that are used for small-group deliberation aimed at finding out more about a topic or a process. A study circle meets regularly (over various lengths of time) to discuss issues from multiple perspectives in an independent and collaborative process.	Medium	5.1
Submissions; Response Sheets	Consultation; Involvement	Submissions and response sheets give members of the public and participants the opportunity to provide feedback on proposals or issues. They can be used to gain in-depth, written responses to concerns and preferences regarding an issue or a plan.	Large to medium	4.2
Visioning	Collaboration; Involvement; Consultation	Visioning exercises allow participants to develop ideas that develop a strategy to guide a community towards a long-term goal. When done properly and with adequate representation, visioning encourages a holistic approach to planning and considers impacts of a strategy throughout a planning region.	Large to small	6.2
Watershed Dialogue	Collaboration; Involvement	Community dialogues engage leaders and stakeholders in the management of watershed. These dialogues provide a forum for collaboration between the community and agencies, and encourage consensus building and commitment towards the effective management of watershed resources.	Medium	6.3

Table 3: Description of Tools & Techniques for Stakeholder Engagement (cont'd)

Tool	Level of Participation	Description	Audience	Part 2 Section #
Websites	Information; Consultation	The Internet is a highly-effective means of disseminating information, announcements and documents to interested members of the public. Websites are particularly useful to create access for people residing in areas that are not close to program centres or in the scope of other media outlets. However, there are still many rural areas without access to high-speed connections and a significant portion of the public does not prefer its information through electronic means. Websites are valuable tools providing around-the-clock access to all areas but they should be in addition to communications efforts that include building personal relationships with stakeholders.	Large to medium	3.7
Workshops	Involvement; Consultation; Collaboration; Information	Workshops are a forum for stakeholders and citizens to work together focusing on a common issue. They are used to resolve issues and build consensus for action using a variety of general tools and activities such as focus groups and visioning sessions. Workshops build on all tools and concepts mentioned in this document.	Medium to small	5.2

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Web Resources for Facilitation

International Association of Facilitators (IAF) www.iaf-world.org

Facilitation Resources (Chris Corrigan) http://chriscorrigan.com/parkinglot/?page_id=958

UNICEF Resources for Workshops http://www.unssc.org/web1/ls/downloads.asp

The Facilitator.Com www.thefacilitator.com

Facilitator U Steve Davis http://www.facilitatoru.com/

Tamarack An Institute for Community Engagement http://tamarackcommunity.ca

DFID Tools for Development – http://www.eldis.org/static/DOC15254.htm

APPENDIX A

Stages of DWSP	Who is leading the charge?	Who needs to be involved?	Level of participation suggested in activities	Examples of engagement activities…
Development of legislation and regulations	MOE		Information	
			Consultation	
			Involvement	

General Preparation for DWSP (ongoing)	CAs SPAs MOE		Information	
			Consultation	
			Involvement	
			Collaboration	

APPENDIX A (cont'd)

Stages of DWSP	Who is leading the charge?	Who needs to be involved?	Level of participation suggested in activities	Examples of engagement activities...
Source Protection Committee Development	Lead SPA MOE		Information	
			Consultation	
			Involvement	
			Collaboration	

Terms of Reference	Source Protection Committee		Information	
			Consultation	
			Involvement	
			Collaboration	

APPENDIX A (cont'd)

Stages of DWSP	Who is leading the charge?	Who needs to be involved?	Level of participation suggested in activities	Examples of engagement activities...
Assessment Report	Source Protection Committee		Information	
			Consultation	
			Involvement	
			Collaboration	

Source Protection Plan Development	Source Protection Committee		Information	
			Consultation	
			Involvement	
			Collaboration	

APPENDIX A (cont'd)

Stages of DWSP	Who is leading the charge?	Who needs to be involved?	Level of participation suggested in activities	Examples of engagement activities...
Risk Management Plan Development	Municipalities or SPA		Information	
			Consultation	
			Involvement	
			Collaboration	

Stakeholder Engagement

Reference Material for Drinking Water Source Protection

Part Two:

Tips, Tools and Techniques

February 2007

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Ontario Ministry of the Environment

Prepared by:
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Ardea Research & Consulting

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Guide to Part Two

Section 1 provides a brief description of each tool and technique discussed in this document. The table is organized alphabetically by tool and technique and indicates the level of participation and the audience size that it targets. The tools and techniques within each of the following sections are not presented in any particular order.

Section 2 describes general techniques including tools for: brainstorming, focus groups, stakeholder analysis and decision-making. These can be used in a variety of contexts and are referred to throughout both Parts One and Two of the reference material.

Section 3 offers more detailed description of tools that primarily focus on the *information* level of the participation spectrum.

Section 4 provides more detailed description of tools that primarily focus on the *consultation* level of the participation spectrum.

Section 5 provides more detailed description of tools that primarily focus on the *involvement* level of the participation spectrum.

Section 6 contains more detailed description of tools that primarily focus on the *collaboration* level of the participation spectrum.

Section 7 is a list of references and resources cited in this document.


Provincial Officer
Agent provincial

1 ≈ OVERVIEW

This document provides a variety of tools for stakeholder and public engagement at the information, consultation, involvement, and collaboration levels outlined in Part One of this report. General tools for use in facilitation and various public engagement activities are also provided in this document. Conservation authorities and municipalities have extensive experience with stakeholder engagement processes, especially with public consultations. This document aims to provide more tools, techniques and ideas for practitioners to use to engage a wide range of stakeholders. These tools are for information purposes and will need to be adapted to the local contexts in order to fit the needs of the region.

Each tool listed in this document has a general description of the tool, including strengths, weaknesses and special considerations; and provides tips and resources for getting more information on how to apply the tool in public engagement settings. Potential applications for DWSP are discussed throughout.

The tools are presented in alphabetical order within this table, however, they are then presented in greater detail according to the level of participation that the tool or technique aims to foster. Some tools and techniques are for general use, some can be used to engage stakeholders at multiple levels or participation while others target a specific level. There is no preference given to their placement in this document.

Table 1: Description of Tools & Techniques for Stakeholder Engagement

Tool	Level of Participation	Description	Audience	Part 2 Section #
Ambassadors	Information	The Ambassador concept centers around the principle that people trust, respect and are most willing to receive information from people within their communities that they know and respect. Ambassadors are champions for your project and form a network across the watershed. A network of Ambassadors provides access to the issues and concerns that really matter and are deeply rooted within people of a community.	Small to Large	3.11
Backcasting	Involvement	In backcasting, groups of people work together to discuss the implications of future policy and planning goals. Backcasts compare various future-conditions, and contrast the implications of different options for action, then develop a plan to achieve the most desirable options.	Medium to small	5.3
Brainstorming	General	Brainstorming encourages participants to creatively develop solutions and push their ideas as far as possible. Rules of brainstorming include: no judgment, no wrong answers, and no limits. Brainstorming activities encourage lateral thinking and stimulate problem-solving.	Small to large	2.1
• Coloured Paper		This technique uses coloured paper as a means of facilitating brainstorming and analysis. The colour allows the participant to focus in on particular questions relating to the issue at hand. It also allows for easy grouping of responses to facilitate analysis of brainstorming results.	Small to large	2.1.1

Buzz Groups		A buzz group is a small group consisting of 3-6 people who are given an assignment to complete in a short time. Each group records their discussion and outputs and then reports back to the larger group.	Medium to large	2.1.2
Hum Groups		Hum groups are groups of two people, working on an assigned task. The noise generated by the pairs is more of a hum, rather than the buzz of larger discussion groups.	Small to Medium	2.1.3
1-2-4-8		This is a fun and interactive exercise for larger groups that is designed to generate discussion around a particular topic or question by moving from individual (1) brainstorming to successive pairings of groups (2-4-8). The goal is to encourage the exchange of viewpoints and is used when a topic isn't clearly defined and different opinions are present and need to be discussed.	Large	2.1.4
Flipchart Rotation		This is a quick way to ensure that the group is able to give feedback to several questions. Each flip chart station has a separate question to be answered, topic to brainstorm, or list to generate. In small groups of 2-3 people, participants move in a circular fashion between flipcharts adding as many thoughts to the list as they have until they have had a chance to visit and brainstorm at each station.	Small to medium	2.1.5
Broadcast and Cable Television Notices, Interviews and Programs	Information	Community cable television is a forum that can provide cost-effective direct delivery of information to viewers. The number of viewers may be small but this is a media vehicle which can be considered as part of the information mix. Other television vehicles are effective at reaching stakeholders who may not favour print media vehicles for information but this is less cost-effective. However, studies indicate many organizations do not use the communications vehicles most used by the public – and television should be considered where possible.	Small to Large	3.12
Central Information Contact; Technical Assistance	Information; Consultation	Central information contacts help members of the community find information quickly and effectively. Contacts should have a strong understanding and skills that accurately represent the project. They should also demonstrate a good rapport with the public and have a good representation of key stakeholders and stakeholder groups.	Medium to small	3.4
Committees and Working Groups	Involvement; Consultation	Citizen committees are groups of stakeholder representatives who are appointed to provide feedback on a specific issue. Committee members meet in order to provide ongoing contributions and advice throughout the process of a plan or project. A structured education program may be required to provide these groups with the knowledge base to provide science-based input on Source Protection Planning.	Medium to large	5.4
Citizen Juries	Involvement; Collaboration; Consultation	Citizen juries use a representative sample of citizens, who are used to contribute to decision-making processes. Participants are given detailed information relating to an issue, and are asked to collectively issue a report on their verdict regarding an issue (as with legal juries).	Medium	5.7

Table 1: Description of Tools & Techniques for Stakeholder Engagement (cont'd)

Tool	Level of Participation	Description	Audience	Part 2 Section #
Community Watershed Forum	Collaboration; Involvement; Information	A watershed forum is a process for education, creating visions, identifying issues, and creating action plans. They provide an excellent means to bring people together, gain an understanding of each other's viewpoints, and develop plans based on community visions.	Large to medium	6.3
Consensus Conference	Involvement; Consultation	Consensus conference is a public meeting which facilitates citizen involvement in addressing an issue. An expert panel is provided to ensure that various viewpoints can be discussed at the conference. A consensus conference offers a highly participatory technique for community voices to be heard. The size of these meetings should be managed and a skilled facilitator must work with the participants to build a foundation of mutual respect within which diverse voices can be shared in a safe environment.	Medium to large	5.5
Decision-Making & Prioritizing Techniques	General	In order to transform the ideas generated through brainstorming into action, decisions need to be reached. Achieving consensus in small to large groups is challenging. These techniques listed below are some of the most commonly used methods of reaching group consensus through varying degrees of democratic and participatory means.	Small to large	2.2
• Dotmocracy		Dotmocracy is a means of voting on a participant's preference or priority. The name comes from engaging in the democratic process of voting, using dots. Each vote has an equal weight. Each participant receives the same number of opportunities to cast their vote.	Small to large	2.2.1
• Weighted Ranking		This is a similar exercise to Dotmocracy; however, it requires the participants to rank their preferences. Each participant is given the same number of votes, usually 3 or 5 and is asked to rank the issue at hand from top priority to 3rd or 5th priority.	Small to medium	2.2.2
• Nominal Group Technique		The Nominal Group Technique (NGT) was developed as an organizational planning technique in order to help prioritize issues on a consensus basis. It can be used as an alternative to Focus Groups or Brainstorming; it offers a more structured approach while still providing opportunity for input from all participants.	Small to medium	2.2.3
• Decision Grids		Decision grids are a problem-solving tool that scores options according to specific criteria. The grid lists several options down the left side and the criteria across the top. The highest score indicates the best decision according to the criteria the group has listed. This technique is also known as "Preference Ranking". This tool helps a group or community to systematically choose between options.	Small to large	2.2.4

• Pair-wise Ranking		This is a simplification of decision grids and preference ranking. The group is asked to choose between each pair of options in turn, making their decisions based on guiding criteria. The option that "wins" the paired choice most frequently is given the highest rank.	Small to medium	2.2.5
• Consensus Decision-Making		There are several techniques and formalized processes for achieving consensus decision-making. Some of the ideas and resources are suggested in this section.	Small to large	2.2.6
Deliberative Opinion Polls	Consultation; Involvement	Deliberative Opinion Polls (DOPs) are used to obtain participant opinions on issues. Participants are informed using various media to gain an educated and balanced viewpoint on issues, and are given time to consider the issue is detail. This differs from ordinary opinion polls, which do not give participants the opportunity to learn about the issue being studied before doing surveys.	Medium	4.3
Delphi Study	Involvement; Collaboration	Delphi studies connect numerous carefully selected experts and stakeholders in a consensus-based process, without requiring physical meetings. The technique bridges gaps both between knowledge and geographic areas in order to reach agreement on an issue.	Medium to small	5.6
Field Trips	Information; Consultation	Field trips and tours are a venue for providing information to participants in an experiential setting. Trips can also be opportunities for participant input into planning. Field trips complement presentations and written reports well, and give stakeholders clearer perspectives on issues.	Large to small	3.8
Focus Groups	General	Focus groups aim to identify key issues surrounding a topic, using groups of 4-12 people which may be multi-stakeholder in nature. With a set of several questions, focus groups provide researchers with the opportunity to learn more about emerging issues in a community.	Small to medium	2.3
Information Repository	Information	Information repositories are places where members of the community can freely access project information. Information repositories tend to be located in locations such as: public libraries, schools, city halls and other public facilities.	Large	3.2
Inserts/ Advertisements	Information	Inserts and advertisements provide information to the public through newspapers or other printed media. They can be very effective if they make a visual impact on a viewer, thus creating interest, and have concise content. They may not always be as well-read as editorial content but there is greater control in ensuring placement and use of the content, size, etc.	Large	3.5
Key Stakeholder Interviews	Consultation; Involvement	Interviews with key stakeholders are an important means of gaining insight into ideas and concerns of individuals in the community. Interviews can be designed to be structured, semi-structured, or as a casual (unstructured) conversations.	Medium to small	4.4

Table 1: Description of Tools & Techniques for Stakeholder Engagement (cont'd)

Tool	Level of Participation	Description	Audience	Part 2 Section #
Kitchen Table Discussions	Consultation; Information	Kitchen table discussions are small discussions between citizens within a local area, which are usually held at a person's home or a coffee shop. These meetings are used to facilitate the sharing ideas over a topic of interest in an informal setting.	Medium to small	4.5
Media Releases	Information	The media are an excellent means by which information can be disseminated in a cost-effective and efficient manner. There are limitations in terms of not having complete control of placement, size or use.	Large	3.3
Open House	Information; Consultation	An open house provides an opportunity for the public to learn more about an issue or organization in an interactive, yet informal setting. Visitors are able to learn through 'hands-on' demonstrations, speaking with staff or experts, or obtaining information from displays with visual and print materials. An open-house format may also prevent the 'social amplification' [David Ropeik, Risk Communications Workshop, 2006] that can occur at a larger public meeting where an individual or small group can use the platform to rally the larger group towards an antagonistic position.	Large to medium	3.6
Printed Public Information	Information; Consultation	Printed material is a means of providing information on a project/issue, or publicizing a participation process such as an event or meeting. Materials such as fact sheets, flyers, newsletters, brochures, issues papers, reports, and surveys are examples of printed public material.	Small to Large	3.1
Public Meetings	Information; Consultation	Public meetings are a forum for participants to express themselves, learn about plans, hear other viewpoints, and speak about concerns. These meetings are typically held to engage a wide audience in sharing information and opinions about topics. Meetings typically have presenters set with a schedule, followed by question and answer periods.	Large to medium	3.9
Questionnaires and Surveys	Consultation; Involvement	Questionnaires and surveys are useful for obtaining the perspectives of individuals on issues, as well as gathering additional information on a topic. They are developed to ensure consistency in asking questions, and can be made anonymous, which aids in obtaining reliable data from participants.	Large	4.1
Search Conferences (Future Search Conferences)	Collaboration; Involvement	Search conferences are planning meetings that bring together large groups- which emphasize community-building through face-to-face discussions among stakeholders to develop ideas. They provide the opportunity to apply local knowledge in a venue which is designed to facilitate dialogue and relationship building.	Large	6.1

Signage	Information	Putting up signs to indicate watershed boundaries, to raise public awareness of the watershed landscape and particular issues in the watershed, to help develop a sense of belonging to the watershed.	Large	3.10
Stakeholder Analysis	General	Stakeholder Analysis is an approach that uses different tools and techniques to understand who the various participants of a project or process are and what their needs and concerns are regarding that process or project.	Small to large	2.4
Study Circles	Involvement; Consultation	Study circles are processes that are used for small-group deliberation aimed at finding out more about a topic or a process. A study circle meets regularly (over various lengths of time) to discuss issues from multiple perspectives in an independent and collaborative process.	Medium	5.1
Submissions; Response Sheets	Consultation; Involvement	Submissions and response sheets give members of the public and participants the opportunity to provide feedback on proposals or issues. They can be used to gain in-depth, written responses to concerns and preferences regarding an issue or a plan.	Large to medium	4.2
Visioning	Collaboration; Involvement; Consultation	Visioning exercises allow participants to develop ideas that develop a strategy to guide a community towards a long-term goal. When done properly and with adequate representation, visioning encourages a holistic approach to planning and considers impacts of a strategy throughout a planning region.	Large to small	6.2
Watershed Dialogue	Collaboration; Involvement	Community dialogues engage leaders and stakeholders in the management of watershed. These dialogues provide a forum for collaboration between the community and agencies, and encourage consensus building and commitment towards the effective management of watershed resources.	Medium	6.3
Websites	Information; Consultation	The Internet is a highly-effective means of disseminating information, announcements and documents to interested members of the public. Websites are particularly useful to create access for people residing in areas that are not close to program centres or in the scope of other media outlets. However, there are still many rural areas without access to high-speed connections and a significant portion of the public does not prefer its information through electronic means. Websites are valuable tools providing around-the-clock access to all areas but they should be in addition to communications efforts that include building personal relationships with stakeholders.	Large to medium	3.7
Workshops	Involvement; Consultation; Collaboration; Information	Workshops are a forum for stakeholders and citizens to work together focusing on a common issue. They are used to resolve issues and build consensus for action using a variety of general tools and activities such as focus groups and visioning sessions. Workshops build on all tools and concepts mentioned in this document.	Medium to small	5.2

2≈ GENERAL TOOLS

2.1 Brainstorming[1]

Size of audience:
Small to large

Level of participation:
General

Brainstorming encourages participants to creatively develop solutions and push their ideas as far as possible. During the brainstorming session there is no criticism of ideas. Following a brainstorming session, the results can be discussed in order to determine the feasibility of each idea. It is an excellent tool for use in workshops or as an ice-breaker when introducing a new or challenging topic.

There are many different brainstorming techniques that can be used with a variety of audience sizes and can allow participants to respond individually or in plenary. Factors affecting the choice of brainstorming technique may include: time available, size of audience, group power dynamics, and sensitivity of topic.

STRENGTHS

- Encourages creativity
- Can develop unity between participants
- Excellent warm-up exercise

WEAKNESSES AND CONSIDERATIONS

- Sessions may be difficult to record
- Ideas may not be realistic or achievable – and must fit into a science-based process
- It takes time to develop ideas into action following a session

KEYS TO BRAINSTORMING

- Identify key question for discussion.
- Allocate specific amount of time for the exercise – make it reasonable. Allow enough time for sufficient exploration of the topic and size of audience, but if the group runs out of ideas before the time is up, move on.
- All ideas are accepted.
- No editing or evaluation. Criticism stifles creativity.
- Build on group's ideas. Encourage "spark-off" associations.
- Ideas are posted for everyone to see on a flipchart, whiteboard, overhead, etc.
- Facilitator should keep posing the question – without variation – to keep group focused on the task at hand.
- Do not allow one idea to dominate session for too long.
- Evaluation of ideas happens at the end of the session – either in small groups, as a whole or at the next meeting.

2.1.1 Coloured Paper[2]

Size of audience:
Small to large

Level of participation:
General

This technique uses coloured paper as a means of facilitating brainstorming and analysis. The colour allows the participant to focus in on particular questions relating to the issue at hand. It also allows for easy grouping of responses to facilitate analysis of brainstorming results. As a facilitator, you will require pieces of coloured paper (8x11 paper cut in halves or thirds, black markers, tape and flipchart paper.

The following steps outline the general process to this brainstorming technique.

1. Each question/problem/topic is posed as a question.

For example:
"What is the role of this working group?"

2. Each question is then associated with a colour of paper.

For example:

BLUE	"What is the role of this working group?"
GREEN	"How will this working group communicate with the SPC?"
YELLOW	"How will this working group communicate with the sector/ organization that they represent?"

Participants then write their ideas on pieces of paper that are the same colour as the paper with the corresponding question.

The rules for using the cards are straightforward:

- one question per colour of paper
- one idea/response per piece of coloured paper
- write legibly
- use key words – not full sentences
- participants may use as many pieces of paper as they are given, or they need
- have fun!

3. Once all ideas have been generated, the cards can be sorted by colour and then analyzed. The analysis process often is accomplished in one of two ways:

a) As each idea is posted on a flipchart or on a wall, the facilitator reads it out and it is discussed. Duplicate and similar ideas are grouped by the facilitator. An open discussion follows once all ideas are posted.

b) Once brainstorming is completed, the participants split up into small groups, each group taking one colour and sorting through all ideas generated to find duplicate and similar ideas; identify relationships, and arrange the ideas on a flipchart paper or area of the floor or wall. Each group then presents their findings for that colour back to the larger group. An open discussion follows once all groups have presented their colour.

4. Reasons for using coloured paper:

- Allows for maximum participation
- Allows less talkative people to express themselves
- Forces dominant participants to be quiet and allow others to have their say
- Reduces repetition and circularity in discussion
- Can allow for anonymity, especially important if it is a difficult topic

2.1.2 Buzz Groups

Size of audience:
Medium to large

Level of participation:
General

A buzz group is a small group consisting of 3-6 people who are given an assignment to complete in a short time. Each group records their discussion and outputs and then reports back to the larger group.

Buzz groups can be used to accomplish a variety of tasks within a meeting or workshop, including:

- Agenda building
- Evaluation of activity, workshop or process
- Icebreaker
- Warm up a group to a new topic
- Address a topic from a new perspective
- Share ideas
- Gather questions
- Generate lists

- Gather feedback
- Allow all participants to give input
- Create a safer learning environment than in a larger group
- Reflect and review

Buzz groups assist in creating a safe environment for those participants that are uncomfortable with large groups. Using smaller working groups helps to break the monotony of a large plenary discussion and helps to address situations where only the dominant speakers can be heard. The movement created in breaking out into smaller groups also helps to keep the participants of the workshop energized, alert and focused.

The task for the facilitator during buzz groups is to move between groups to ask questions, provide clarification of the task at hand and offer encouragement to participants. The facilitator has to keep the group on time to ensure that the buzz groups come back to plenary for sharing and reporting the results back to the entire group. The groups can be assigned different projects and then can educate the larger group at plenary as to their results.

Some pitfalls to avoid with buzz groups are:

- Overuse
- Too much repetition in the reporting process
- Allowing first group to report all the information
- Facilitator exerting too much control over the buzz group output
- Group size too small or too large
- Dominance over process by one participant
- Assigning a task that is too large for the allotted time

2.1.3 Hum Groups

Size of audience:
Small to medium

Level of participation:
General

Hum groups are groups of two people, working on an assigned task. A hum group is very similar to a buzz group and can be used in identical situations; the main difference is that it is simply a pair of participants (see section above). The noise generated by the pairs is more of a hum, rather than the buzz of larger discussion groups. During the plenary session, solicit one point from each group in turn until all points from each pair have been recorded. Discussion should occur after all feedback from all groups has been gathered.

2.1.4 "1-2-4-8" [3]

Size of audience:
Large

Level of participation:
General

This is a fun and interactive exercise for larger groups that is designed to generate discussion around a particular topic or question by moving from individual brainstorming to successive pairings of groups. The goal is to encourage the exchange of viewpoints and is used when a topic isn't clearly defined and different opinions are present and need to be discussed.

First, formulate the question or task for analysis. Ask everyone to reflect on it alone (1). After 5 minutes, ask the participants to form pairs and exchange their points of view (2). After another 5 minutes, ask the pairs to meet with other pairs to form groups of four (4), exchanging their conclusions. Then ask participants to form groups of eight (8) exchanging their ideas and conclusions. Bring the group back to plenary and ask each to share their conclusions. The facilitator should conclude the exercise by writing the results of the group discussion on a flip chart.

2.1.5 Flip Chart Rotation

Size of audience:
Small to medium

Level of participation:
General

For this, several flip chart stations and a small to medium sized group are required. This is a quick way to ensure that the group is able to give feedback to several questions. Each flip chart station has a separate question to be answered, topic to brainstorm, or list to generate. In small groups of 2-3 people, participants move in a circular fashion between flipcharts adding as many thoughts to the list as they have until they have had a chance to visit and brainstorm at each station. This is a handy technique to use when there is a need to inject movement into the session after a lot of sitting. It combines the hum and buzz group technique into a method that can address more than one question at a time.

2.2 Decision-Making and Prioritizing Techniques[4]

Size of audience:
Small to large

Level of participation:
General

In order to transform the ideas generated through brainstorming into action, decisions need to be reached. Achieving consensus in small to large groups is challenging. These next few techniques are some of the most commonly used methods of reaching group consensus through varying degrees of democratic and participatory means.

Choosing an appropriate technique will depend on a number of factors including: size of the group; time allocated for the workshop, degree of participation, group dynamics and needs. Some techniques require a great amount of discussion to reach consensus. Others are more quick and dirty ways to get people's votes and preferences. Each of these techniques helps the facilitator to guide the participants in their quest to make decisions or prioritize actions that will achieve their goal for the workshop. As discussed in the brainstorming section, the different techniques allow the facilitator to navigate the dynamics associated with power imbalances, gender roles, and voice levels. Each technique aims to engage all participants in the process.

STRENGTHS

- Can help define the most important issues to the public
- Democratic and transparent process to determine priorities
- Provides focus

WEAKNESSES AND CONSIDERATIONS

- Can be difficult to set criteria
- May not cover all issues
- Participants may not be representative of the public opinion
- Priorities set may not reflect the requirements of a science-based process

2.2.1 Dotmocracy

Size of audience:
Small to large

Level of participation:
General

Dotmocracy is a means of voting on a participant's preference or priority. The name comes from engaging in the democratic process of voting, using dots. Each vote has an equal weight. Each participant receives the same number of opportunities to cast their vote. Depending on what is being voted on, the facilitator may wish to place restrictions on how participants are to place their votes. Generally, there are no restrictions except the number of votes each participant may cast. If the participant feels that one particular item is of overwhelming importance for them, they may place all of their votes on the same item. Conversely, if there are

several items/issues that they feel are of equal importance, they may cast a vote for each (depending on the number of votes that they have).

This is a practical technique for ranking items and issues or for making a decision:

- It allows every participant to have an equal voice.
- It is simple and requires few materials.
- It can be employed with groups of any size.

A more formalized process for dotomocracy has been developed by Jason Diceman of Coop Tools (www.cooptools.ca). While his process allows for more in-depth analysis and accounting for the dots, it needs to be heavily facilitated and can not be a stand-alone exercise. Any exercise or activity that focuses on prioritizing a set of issues or actions requires a great deal of discussion.

2.2.2 Weighted Ranking

Size of audience:
Small to medium

Level of participation:
General

This is a similar exercise to Dotmocracy; however, it requires the participants to **rank** their preferences. Each participant is given the same number of votes, usually 3 or 5 and is asked to rank the issue at hand from top priority to 3rd or 5th priority. Often different coloured stickers are used to differentiate the ranking scheme. An example of instructions given to a group would be:

Please rank the following action steps in order of priority:

Red ★ = 1st priority (5 points)

Blue ★ = 2nd priority (4 points)

Gold ★ = 3rd priority (3 point)

Green ★ = 4th priority (2 points)

Silver ★ = 5th priority (1 point)

Once the participants prioritize their personal preferences, the scores are added up according to the ranking scheme and an overall list of priorities is generated. It is a very empowering and efficient means to assist a group to reach consensus on priorities.

The table below provides an example of the outcome of a weighted ranking exercise. The items are listed according to the resulting rank with the details of the voting described in the right-hand columns to show the total score that led to the final outcome. Below is an example of a weighted ranking exercise outcome:

Prioritization of Needs	Top 5 Priorities (# of votes placed by priority)					Total Score	Rank
	1st	2nd	3rd	4th	5th		
Secure sources of funding	5	3	x	1	1	**40**	**1**
Need long-term and short-term goals	2	x	5	2	x	**29**	**2**
More of a watershed focus	1	2	2	2	1	**24**	**3**
Policy for project selection	1	3	x	2	1	**22**	**4**
Policy manual	1	2	x	x	1	**14**	**5**
Make communication a high priority	1	x	2	x	x	**11**	**6**
More staff	x	x	1	1	2	**7**	**8**
Evaluation of research partnerships	x	1	x	1	x	**6**	**9**
Position statements on key issues	x	x	1	x	1	**4**	**10**
Office space for all people to be together	x	x	1	x	x	**3**	**11**
Strategy or coordination to find/identify help for staff to respond to the public	x	x	x	2	x	**2**	**12**

2.2.3 Nominal Group Technique

Size of audience:
Small to medium

Level of participation:
General

The Nominal Group Technique (NGT) was originally developed as an organizational planning technique in 1971 by Delbeq et al., in order to help prioritize issues on a consensus basis. It can be used as an alternative to Focus Groups or Brainstorming; it offers a more structured approach while still providing opportunity for input from all participants.

1. Select participants.
2. Present and discuss topic.
3. Participants reflect on the topic individually and record their responses.
4. In turn, each participant provides a response. Facilitator/group leader notes responses on flipchart. Do not worry about duplications or similarities. Continue in round robin fashion until all responses have been recorded.
5. Clarify responses.
6. Group duplicates into single response.
7. Assign letter or number to each response.
8. Participants choose top issues and rank in order of importance.
9. Aggregate all rankings.
10. Discuss outcome of ranking.
11. Use outcome for action planning.

NGT provides the opportunity for every group member to participate equally. It also minimizes distraction, or group noise. NGT encourages participants to confront issues on a problem-solving basis rather than on a personal assault basis. It can lead to a greater sense of closure and accomplishment.

2.2.4 Decision Grids

Size of audience:
Small to large

Level of participation:
General

Decision grids are a problem-solving tool that scores options according to specific criteria. The grid lists several options down the left side and the criteria across the top. The highest score indicates the best decision according to the criteria the group has listed. This technique is also known as “Preference Ranking”. This tool helps a group or community to systematically choose between options. Some of the more important reasons for preference ranking are limited availability of resources or the need to ensure participation in decision-making (either through consensus or majority decision-making). This tool is usually used after an area of interest or set of criteria has been identified through some other process.

Materials needed are: a flipchart or chalkboard (material for producing a matrix and recording data), markers and a list of options. Below is an example of a blank decision grid.

Management Options for SP	Cost	CRITERIA Ease of Implementation	Timeframe	Total	Rank
1. Best Management Practices					
2. Acquisition of land					
3. By-law and zoning development					
4. Education programs					
5. Contingency planning					

The following is a suggested approach for a facilitator to employ:

1. Select and clarify topic.
2. Gather relevant group of participants.
3. List options that are relevant to the topic. Ask participants to add additional options that they feel exist but have not been covered. Write these on a large sheet of paper.
4. Ask participants to think of criteria that can be used to analyze the potential value of each option. Write the criteria on a large piece of paper.
5. Ask each participant to give a score to each of the options based on the criteria set with the most preferred option receiving the highest score. Use a scale to do this (5=very best; 4=very good; 3=reasonably good; 2=marginal; 1=poor option)
6. Repeat steps for each different person and tabulate their responses.
7. Add up the scores given to each option. The highest score should be given the highest rank and the least score should be given the lowest rank.
8. Build consensus on the results of the preferred ranking.

This process allows every participant to share his or her view of the preferred option. This is a major strength of the technique because dominant personalities cannot control the outcome. The limitation to decision grids and preference rankings is that it takes time to solicit every individual's opinion or to reach consensus from the group on the outcome.

2.2.5 Pair-wise Ranking

Size of audience:
Small to medium

Level of participation:
General

This is a simplification of decision grids and preference ranking. The group is asked to choose between each pair of options in turn, making their decisions based on guiding criteria. The option that "wins" the paired choice most frequently is given the highest rank.

To do this, each option is placed both in the left column and the top-most row. Then, as you move through the matrix, you pair each item against the other and ask the group to decide between those two options only. The ranking is then determined by the number of times the option appears in the matrix.

The following is an example of a blank pair-wise ranking table.

Management Options	1	2	3	4	5	Total	Rank
1. Best Management Practices	–						
2. Acquisition of land	–	–					
3. By-law and zoning development	–	–	–				
4. Education programs	–	–	–	–			
5. Contingency planning	–	–	–	–	–		

Example of completed pair-wise ranking table:

Management Options	1	2	3	4	5	Total	Rank
1. Best Management Practices	–	1	3	1	1	3	2
2. Acquisition of land	–	–	3	4	5	0	5
3. By-law and zoning development	–	–	–	3	3	4	1
4. Education programs	–	–	–	–	4	2	3
5. Contingency planning	–	–	–	–	–	1	4

Criteria development for ranking process:

The criteria for prioritizing stakeholders to involve in an DWSP research project should include:

- Focus on DWSP & human health
- Locally present in watershed
- Representative of watershed inhabitants
- Involvement in implementation
- Direct contact with landowners & residents
- Level of vulnerability of source water in area
- Perceived as a credible source of information in community

In order to make an informed decision, criteria on which to base a decision, must be clearly articulated and agreed upon by the group as a whole. The criteria guides the group through the decision-making process. In the above example the goal is to rank the management options available to address a particular DWSP issue. The group would then pair #1, Best Management Practices against #2, Acquisition of land. The group would then discuss the merits of each, and based on the criteria, make a decision and put the number 1 or 2 in the row. This would be repeated #1 vs. #3 and so on. The total number of times that #1 is found in the table is placed in the 'total' column. The management option with the highest value in the total column would receive a ranking of 1 and so on.

2.2.6 Consensus Decision-Making

Size of audience:
Small to large

Level of participation:
General

The simplest definition of consensus is "general agreement" or "judgment arrived at by most of those concerned."[5] Consensus decision-making is a process that aims to include all persons in making decisions. Instead of majority voting, consensus strives to find a solution and make a decision that all parties can agree and live with. It also works to resolve or lessen objections of the minority to achieve the most agreeable decision. There are five key components to consensus[6]:

1. Common Goal – everyone present at the meeting (members of the committee or working group, participants at the workshop etc.) needs to share in the overall goal. By articulating the goal and writing it down for all to see, it can help keep the group on track and focused when differences in opinions arise and side discussions start to happen.

2. Commitment to Consensus – participants must be committed to finding a solution acceptable to all present and involved. That means recognizing that you may have to compromise and give a bit in the process. It means agreeing to disagree, but being committed to finding a solution that you can live with.

3. Sufficient Time – Not only do you need to ensure that there is enough time to make a quality decision, to allow for sufficient discussion and learning to make an informed decision, but you need to allow for sufficient time to learn how to work by consensus. Most of us are familiar with *Robert's Rules of Order and majority rules voting*. Working on a consensus decision-making model is a new way to work and will be challenging at first, therefore allowing enough time is essential.

4. Facilitation and Active Participation – Having a person within your group who possesses facilitation skills, or bringing in an outside facilitator is especially necessary when you are trying to achieve consensus with larger groups of people. Facilitators help to ensure that the group works together, stays focused on the task at hand, manages the group dynamics to minimize conflict and promote discussion and dialogue. In small groups, a facilitator can help train the group until they are familiar and comfortable making decisions by consensus. In large groups, outside

facilitation is critical to ensure that the process runs smoothly. Active participation and support by the participants for the process is also critical to the success of the consensus process.

5. Clear Process – The identification of a set process and procedure for the consensus decision-making is needed. Since there are many different tools and ideas of how to build consensus the process for consensus decision-making can be different. Therefore it is imperative for the group to have a shared understanding of the process for that meeting, for that event, and for the decision in question. The procedure should be placed in a spot in the room for all to see – either on flipchart paper posted on the wall, as a handout for each person – so that the process is clear.

Consensus allows for everyone in the group to contribute and values all opinions equally. When engaging in a consensus decision-making process, take care to avoid ownership and attribution of ideas by discussing ideas independently of those who presented them. By keeping it neutral and discussing the idea, it removes the personal and lessens potential for conflict. When consensus has been reached, include responsibilities, action-items, goals and contingency plans in the decision to assist with implementation.

Consensus decision-making is not always the best option. The following are situations where you should not use consensus[7].

- If the group is too divided and unwilling to work together, consensus cannot be achieved. The group members need to trust each other and have a level of cohesion in order to work through the consensus process.
- Consensus is not an effective way to choose the 'lesser of two evils'. If there are no good choices and you have to make an either-or decision, consensus is not the best way to go.
- In emergency situations where immediate action is essential, there is not sufficient time to achieve consensus. It is not practical to try. In this situation, the best course of action may be to appoint a temporary leader and then support them through the crisis.
- Not all decisions require consensus. Trivial issues are not worth the effort consensus necessitates.
- If the group has insufficient information, participants cannot have informed discussion and may feel that any decision made is invalid as a result. In that situation, discuss and determine what information is needed by the group to make a decision and make a plan of action to find the information and reconvene.

The following diagram (from Seeds of Change) illustrates a formalized consensus model. Various for brainstorming and prioritizing can help move the group through the different steps of this process.

INTRODUCE ISSUE

Gather and share all relevant information.

DEFINE QUESTION

What are the key questions? Is this the right time/place/group? Take one questionat a time.

DISCUSSION

Voice first thoughts, reactions, ideas.

MAKE PROPOSAL(S)

Try to incorporate all viewpoints.

DISCUSS PROPOSAL(S)

Look at good points and drawbacks.

AMEND OR CHANGE PROPOSAL

Take into account any concerns. The proposal often changes completely at this stage.

TEST FOR CONSENSUS

- Ask who agrees with the proposal.
- Ask who does not agree?
- What are the major objections?
- Are there any blocks?

A major objection is a fundamental disagreement with the core of the proposal, not just a general dislike.

MAJOR OBJECTIONS OR BLOCKS

CONSIDER OPTIONS:

1. Objectors stand aside. They allow group to go ahead but are not involved in the decision and its consequences (agree to disagree).
2. Return to discussion to develop new proposals.
3. Leave it for another time/have a break for reflection.
4. Accept block – do not go ahead.
5. Send to reconciliation committee. Use mediation tools/an outside mediator.
6. Resort to other ways of deciding such as random choice or voting.

ALL AGREE

CONSENSUS

IMPLEMENT DECISION

Resources:

- Seeds for Change (UK) http://seedsforchange.org.uk/free/consens [Last accessed: 02-15-2007]
  This website is a rich resource of methods and tools for encouraging participation of people in change processes.
- Stephens, D. & Globensky, P.A. (n.d.) *Strengthening Consensus: Reinforcing the CCME Consensus Decision-Making Model*. Winnipeg: Canadian Council of Ministers of the Environment.
  A brief 2-page document describing what consensus decision-making is and what it means for the Canadian Council of Ministers of the Environment (CCME).
  http://www.ccme.ca/assets/pdf/strengthening_consensus_e.pdf
- Stephens, D. & Globensky, P.A. (n.d.) *Consensus Building: A Table Guide and Toolkit*. Winnipeg: Canadian Council of Ministers of the Environment.
  A brief 2-page "how-to" guide to consensus decision-making developed for Canadian Council of Ministers of the Environment (CCME) that was developed to be an active reference tool to be used in all CCME meetings and discussions. http://www.ccme.ca/assets/pdf/consensus_toolkit_e.pdf
- People and Planet Network (UK) [Last accessed: 02-15-2007] http://noncms.peopleandplanet.org/groups/guide/guide.consensus.php
  This webpage provided by a network of universities across Britain and is full of resources for facilitating group processes, participation and group decision-making.
- Stanfield, R.B. 2003. *The Workshop Book – from Individual Creativity to Group Action*. Gabriola Island, BC: New Society Publishers & The Canadian Institute for Cultural Affairs.
  This is a handbook on consensus workshops that provides clear, practical, detailed procedures. It is intended to be not only a workbook, but also a reference book for design and troubleshooting and a means of sharing best practice experiences.
- The Formal Consensus Website http://www.consensus.net/ [Last accessed: 02-15-2007]

  By a co-author of the book *On Conflict and Consensus*, C.T. Lawrence Butler provides information on upcoming workshops, publications and online resources related to the formal consensus process.
- UNESCO/APC Multimedia Training Kit. (n.d.) *Co-operative Problem Solving: A Guide for Turning Conflicts into Agreements*.
  A well written guide that includes tips, worksheets and background material for understanding how to turn conflicts into agreements. It is based on the foundations of the book "Getting to Yes" by Fisher and Ury (1991).

2.3 Focus Groups

Size of audience:
Small to medium

Level of participation:
General

Focus groups are "a structured group process facilitated by a moderator, during which individuals discuss issues selected by the focus group sponsor".[8] Focus groups aim to identify key issues surrounding a topic, using groups of 4-12 people. With a set of several questions, focus groups provide researchers with the opportunity to learn more about emerging issues in a community. It is not usually used as a tool in its own right, but as a complement to other activities such as questionnaires and surveys, interviews, deliberative opinion polls, and public meetings. If a focus group is to be part of an overall study, or project for DWSP, it will be easier to identify the target groups for the exercise. Otherwise, the first task of the organizers will be to conduct a stakeholder analysis.

STRENGTHS

- Exploratory in nature, providing an excellent means of understanding community opinions
- Interactions of group members can generate information and ideas that may not emerge otherwise
- Works well in conjunction with surveys
- Can be used to articulate or supplement opinions of the broader public
- Contributes to building sense of inclusion in process and trust with organizers

WEAKNESSES AND CONSIDERATIONS

- May not be representative due to the small group size (not statistically valid)
- Some people may not be open – some voices may try to dominate discussion
- Requires careful selection of participants and extensive facilitation
- Potential for participants to influence each other and not express their true opinions

Resources:

- USEPA. 2002. *Community Culture and the Environment: A Guide to Understanding a Sense of Place.* http://www.epa.gov/ecocommunity/pdf/ccecomplete.pdf [Last accessed: 02-14-2007]
  This document is a compilation of tools and methods for investigating the human dimension of environmental management and protection. It offers both a process and a set of tools for "defining and understanding the human dimension of an environmental issue. It gives leaders in government agencies and nongovernmental organizations and tribes [the] technical tools for more effectively working with the public on environmental protection efforts."
- Stanfield, R.B. 2002. *The Workshop Book – from individual creativity to group action.* Gabriola Island, BC: New Society Publishers and The Canadian Institute of Cultural Affairs.
  This is a handbook on consensus workshops that provides clear, practical, detailed procedures. It is intended to be not only a workbook, but also a reference book for design and troubleshooting and a means of sharing best practice experiences.
- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox.* https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.
- International Association for Public Participation. (n.d.) The IAP2 Public Participation Toolbox http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the drinking water Source Protection (SP) planning process.

2.4 Stakeholder Analysis

Size of audience:
Small to large

Level of participation:
General

Stakeholder analysis (SA) is an "analytical framework for examining the differences in interests and power relations among stakeholders."[9] SA does not have a specific recipe or defined set of steps to follow. It is an approach that uses different tools and techniques to understand who the various participants of a project or process are and what their needs and concerns are regarding that process or project. It has substantial value in assisting leaders and organizers to consider conflicting objectives among stakeholders through improving the design of processes and projects to ensure that it effectively meets the overall goal and objectives of the initiative.

SA contributes to project design by helping to identify appropriate forms of stakeholder participation. More specifically, doing a stakeholder analysis can:

- help to identify relations between stakeholders that can be built upon, and may enable "coalitions" of project sponsorship, ownership and cooperation.
- help to assess the appropriate type of participation by different stakeholders, at successive stages of the project cycle.

Stakeholder analysis should always be done at the beginning of a project, even if only a quick brainstorm of stakeholders and their interests. Most people do this informally, however there are many tools and ideas for how to do a more in-depth SA. A stakeholder analysis can help to[10]:

- Identify the interests of stakeholders in relation to the problems which the project is seeking to address (at the identification stage) or the purpose of the project (once it has started);
- Identify the potential conflicts and risks that may impact the process, project or program being developed;
- Identify the potential relationships and opportunities to be developed during the process, project or program that may contribute to its success; and,
- Assess the appropriate type of participation by different stakeholders, at successive stages of the project cycle.

There are several different frameworks and methodologies for conducting stakeholder analyses; however they all follow a general approach. The stages of an SA are[11]:

- Clarify objectives of the SA
- Place issues in the larger context of the watershed
- Identify stakeholders and decision-makers
- Investigate stakeholder interests and agendas
- Investigate patterns of interaction and dependence (e.g. conflict & co-operation)

While it is most helpful to do it at the beginning of a process, SA can be undertaken at various stages of the project or program cycle. In the planning stages, an SA can identify important and influential stakeholders to decide how to involve them in the design of the process, program or project. At the initial phase of the project or program, an SA can be used to plan the involvement of the different stakeholders throughout the activities. During implementation, SA can be used to ensure the effective involvement and participation of stakeholders.

It is important to remember that SA is a tool to assist in program design and delivery. It does not guarantee success. It is a component of a larger process and when undertaken, can help to improve the viability, credibility, transparency and accountability of a project or program because it helps to identify who can affect or is affected by the issue that the project, process or program is addressing and helps you to design stakeholder engagement activities that take that information into account. Tools for SA come mostly from an international development context. It is common practice for funders of development work to require a stakeholder analysis as part of the funding requirements for projects. These tools are easily adapted to the Canadian context.

Resources:

- Chevalier, Jacques M. and Buckles, Daniel. [n.d.] *Social Analysis Systems[2]* 1.0 http://www.sas-pm.com Ottawa. [Last accessed: 02-14-2007]
  An interactive set of concepts and tools for social analysis that can be applied to many different situations and disciplines. The social analysis techniques address three basic questions: what are the problems people face? Who are the stakeholders affected or have the capacity to intervene? What are the options for action? General techniques are also provided that can be applied to any topic "where you need to gather, organize, analyze and communicate information on peoples' knowledge and views of reality."
- DFID. 2002. *Tools for Development – Chapter 2. Stakeholder Analysis*. http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf [Last accessed: 02-14-2007]
  This large tool book is written for development practitioners but the stakeholder analysis section can be easily applied to source protection in Ontario.
- Chevalier, Jacques. 2001. *Stakeholder Analysis and Natural Resource Management* http://http-server.carleton.ca/~jchevali/STAKEH2.html [Last accessed: 02-14-2007]
  This is a paper gives an excellent overview of stakeholder analysis and its use in natural resource management.
- USEPA. 2002. *Community Culture and the Environment: A Guide to Understanding a Sense of Place.* http://www.epa.gov/ecocommunity/pdf/ccecomplete.pdf
  Step 4 – Social Mapping offers different techniques for identifying stakeholders and the social network impacted by environmental issues. This can be downloaded from the above website. Hard copies are also available free of charge call 800-490-9198 and ask for EPA Publication No. EPA 842-B-01-003 from the Office of Water.
- USEPA. 2003. *Getting in Step: Engaging and Involving Stakeholders in Your Watershed.* http://www.epa.gov/owow/watershed/outreach/documents/stakeholderguide.pdf [Last accessed: 02-14-2007]
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and access stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The document also provides useful case studies, tips and worksheets to aid in program development.

3≈ INFORMATION TOOLS

3.1 Printed Public Information

Size of audience:
Large

Level of participation:
Information;
Consultation

Printed material is a means of providing information on a project/issue, or publicizing a participation process such as an event or meeting. Materials such as fact sheets, flyers, newsletters, brochures, issues papers, reports, and surveys are examples of printed public material. The material should communicate in a clear fashion that makes use of simple language and text and diagrams to access community members. Materials are distributed in a variety of ways: mailed out either directly to a select mailing list, or included as 'bill stuffers' with regular mail outs such as utility bills; handed out in person; or made available to pick up in public places.

Most CAs and municipalities already do print publications. For the DWSP context, publications can provide general background information on DWSP and the CWA. It can also inform the public about the DWSP planning process at each stage – terms of reference, assessment report, and source protection plan. It can also be used to provide updates on DWSP activities in the watershed and to obtain feedback on planning process issues and concerns.

There are many organizations you can partner with to distribute printed information – other government agencies, non-governmental organizations, community groups, associations etc. Printed public information is a tool that can easily be used to assist in building partnerships between different organizations in the watershed.

STRENGTHS

- Reaches a large audience (especially in mailing campaigns)
- Public input can be solicited if comment sheets are included
- Can be a low-cost means of getting publicity
- Can facilitate the documentation of the public participation process

WEAKNESSES AND CONSIDERATIONS

- Only reaches the audience of the mailing-list or location of handouts
- Limited space to communicate complex issues
- Must be well thought-out for appropriate message and impact
- No guarantee that it will be read
- Mass publication of unsolicited mailings may be viewed as contrary to the environmental focus of SP planning
- Limited ability to reach individuals who are not print literate

SAMPLE METHOD AND TIPS:

- Determine what type of printed material will best suit your needs.
- Plan your messages well. Provide regular updates, but do not bombard people with information.
- Develop the material with the following considerations in mind: make it eye catching (colour, photos, diagrams); make it simple and easy to understand; provide points of contact, such as the name of a central information contact or details of the participation program; avoid a 'sales' look; and do not overload with information.
- Limited public input can be sought through printed public information materials by the inclusion of surveys and questionnaires or comment/response sheets.
- Enclosing a stamped, addressed envelope(or email address/website) with mail outs will improve the return of comments for posted materials.
- The material should be easily available to the public and be accessible from a number of locations.
- It is critical that the information outlines the public's role in the participation process or opportunities for participation.
- Keep mailing lists up to date and check for duplication to save money, time and paper.
- If distributing as a bill stuffer: speak to agency/department which distributes bills and find out when they need the material in order to go out in the appropriate mail out, and in what format. Check what else is being distributed with bills, and decide whether your flyer will have a good chance of being read. Deliver/arrange for printer to deliver to agency/department who will stuff and distribute.

From: Coastal Cooperative Research Centre (Griffith University). (n.d.)
The URP Toolbox. https://www3.secure.griffith.edu.au/03/toolbox/

Resources:

- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*. https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.
- Work Group on Health Promotion and Community Development. (2003). *Community Chapter 6: Promoting Interest in Community Issues*. University of Kansas. http://ctb.ku.edu/tools/en/chapter_1005.htm
  Provides an excellent overview of tools which can be used to inform and consult with the public. Each listed tool has background information, examples, checklists and summaries which provide excellent support materials for users.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox* http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the SWP planning process.
- U.S. EPA. (2003). *Getting in Step: A guide for conducting watershed outreach campaigns*. National Service Center for Environmental Publications
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and access stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The document also provides useful case studies, tips and worksheets to aid in program development.

3.2 Information Repository

Size of audience: Large

Level of participation: Information

Information repositories are places where members of the community can freely access project information. Information repositories tend to be located in locations such as: public libraries, schools, city halls and other public facilities. More recently, the use of websites and internet-based databases has become popular as information repositories as well (see Website section). Usually repositories house all the project information appropriate for public access, and are used to disperse information and materials to the public. These can be set up as either a short-term project or long-term partnership.

Partnering with a local institution to develop an information repository could be useful for drinking water source protection as a means to provide background information, reports, and copies of plans for members of the public throughout the planning and implementation phases of DWSP. An information repository also gives citizens and interested stakeholders an opportunity to research information specific to their local area on drinking water source protection planning in a setting that may be more comfortable for them than the busy setting of the conservation authority or municipal office.

STRENGTHS

- Can double as an information distribution centre
- Information is accessible to the public without the costs of multiple copies
- Can be a low-cost means of getting publicity
- Can document public involvement in the process (by creating a log)

WEAKNESSES AND CONSIDERATIONS

- May not be well-used by the public
- Staff must be trained to use materials and answer questions

Resources:

- Barker, D., Cole, A. and Gibbs, A. 2003. *Getting the Message Out: A Step-by-Step Communications Guide for Environmentalists*. http://sustain.web.ca/cbt/commguide.htm
  This guide promotes a strategic approach to communications on environmentally focused issues, asking you questions that help clarify and define your purpose and choose the appropriate methods and message to reach it. It includes worksheets and suggested resources and readings. It can be ordered as a PDF document ($10) or hardcopy ($25) from the Sustainability Network (Toronto).
- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*. https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox* http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the SP Planning process.

3.3 Media Releases

Size of audience:
Large

Level of participation:
Information

Media are excellent means by which information can be disseminated in a cost-effective and efficient manner. Media releases are most effective in terms of raising awareness and generating publicity across a broadly-based audience. Releases can access a range of media such as newspapers (and other printed media), television, radio and the internet.

Conservation authorities, municipalities and other watershed stakeholder organizations are already savvy users of the media. Most have dedicated communications staff that develop media releases on a regular basis. Notification of public meetings and hearings are often posted in the local papers. With respect to drinking water source protection, media releases are a means of generating interest and awareness. They can be used to announce public meetings and events to encourage citizen participation. Media releases should also be used to share milestones in the DWSP process with the public.

STRENGTHS

- Notifies media of important activities
- Potential to disseminate information quickly to a large audience
- Can raise awareness and publicity both within the media and the wider public

WEAKNESSES AND CONSIDERATIONS

- Low response rate from the media
- Have a better chance if they are sent directly to a contact journalist than to a media organization
- May not be effectively placed within newspaper or other media
- Difficult to change once the release is sent
- The control of the media release's use rests with a third party (i.e., the media organization).

Resources:

- Barker, D., Cole, A. and Gibbs, A. 2003. *Getting the Message Out: A Step-by-Step Communications Guide for Environmentalists*. http://sustain.web.ca/cbt/commguide.htm
  This guide promotes a strategic approach to communications on environmentally focused issues, asking you questions that help clarify and define your purpose and choose the appropriate methods and message to reach it. It includes worksheets and suggested resources and readings. It can be ordered as a PDF document ($10) or hardcopy ($25) from the Sustainability Network (Toronto).
- U.S. EPA. (2003). *Getting in Step: A guide for conducting watershed outreach campaigns*. National Service Center for Environmental Publications. http://www.epa.gov/owow/watershed/outreach/documents/stakeholderguide.pdf
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and create access to stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The section on developing media-based campaigns and gaining publicity is particularly helpful. The document also provides useful case studies, tips and worksheets to aid in program development.
- Work Group on Health Promotion and *Community Development. (2003). Community Chapter 6: Promoting Interest in Community Issues*. University of Kansas. http://ctb.ku.edu/tools/en/chapter_1005.htm
  Provides an excellent overview of tools which can be used to inform and consult with the public. Each listed tool has background information, examples, checklists and summaries which provide excellent support materials for users.

3.4 Central Information Contact; Technical Assistance

Size of audience:
Medium to small

Level of participation:
Information; Consultation

Central information contacts help members of the community find information quickly and effectively. Contacts should have a strong understanding and skills that accurately represent the project. They should also demonstrate a good rapport with the public and have a good relationship of key stakeholders and stakeholder groups.

The development of a central information contact can promote stakeholder and citizen understanding of issues regarding DWSP by offering the opportunity to speak with a person rather than read information on websites or in brochures and newsletters. Some people in your watersheds may have strong literacy skills or be comfortable with public meetings and may be engaged in the DWSP process. Provision of a contact person can also provide a means of hearing individual interests and concerns regarding the local DWSP process. It can also be a way of giving case-specific tips and suggestions for reducing threats on properties within the watershed that may impact drinking water source protection. Additionally, a central information contact helps to co-ordinate the information and material related to DWSP so that stakeholders involved in and impacted by source protection plans know who to contact to find out more information. Whether that central contact person actually has the answers, or just knows where to direct people, it helps to put a person-to-person touch on the process.

STRENGTHS

- Ensures that people get the information they need immediately when they call
- Controls information flow and ensures consistency
- Conveys the image of accessibility
- Useful in widespread, intensive consultation
- Can gain an idea of stakeholder viewpoints
- Can raise concerns of parties before meetings
- Builds trust among parties

WEAKNESSES AND CONSIDERATIONS

- Organizing group must be committed to prompt and accurate responses
- Must train the contact person extensively to ensure accuracy and prompt responses
- There may be some filtering of communication between decision makers and public
- Requires strong interpersonal and conflict resolution skills

Resources:

- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*.
  https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox*
  http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the Source Protection Planning process.

3.5 Inserts/Advertisements

Size of audience:
Large

Level of participation:
Information

Inserts and advertisements provide information to the public through newspapers or other printed media. They can be very effective if they make a visual impact on a viewer and have concise content, thus creating interest. They should also clearly outline opportunities for public involvement. Supplements can also be used to provide more detailed information than inserts through the use of tools such as feature articles.

Like printed material, these methods provide a means to outline the drinking water source protection planning process for the public – including ways in which members of the public can be involved. They are a great way to update the public on milestones and events, and can also be a way to outline special concerns of the SPC about drinking water source protection in the watershed to the general public. Inserts and supplements can also be a way of raising awareness and educating the watershed residents on particular issues.

The Grand River Conservation Authority for example, has three main types of publications. Every month it publishes the GRCA Minutes, a report on the actions of the GRCA's Board of Directors and the Grand River Conservation Foundation. **Grand Actions** is bi-monthly newsletter that provides "information about efforts by the GRCA, community groups, municipalities and individuals to improve and protect the environment, heritage features and recreational opportunities of the Grand River Watershed". The Grand is a bi-annual publication that is distributed to over 200,000 homes throughout the watershed. The spring edition focuses on reviewing the past year and includes information on the annual budget, activities and general interest stories. The fall edition is a Watershed Report that includes information on water quality and supplies as well as land resource issues.

STRENGTHS

- Has the potential to reach a broad audience in a geographic area
- Provides information (with an opportunity for feedback)
- Outlines opportunity for public involvement
- In a local context, will be taken seriously
- Information deliverer has control over the accuracy and placement of information

WEAKNESSES AND CONSIDERATIONS

- May be costly
- May not be read
- Content should provide basic information and should be simple, clear, and concise

The challenge of common nomenclature and terminology has been a concern for the **Grand River Conservation Authority** (GRCA) who then dedicated their 2006 fall newsletter insert, **The Grand**, to introducing various concepts and information to their watershed residents. The topics of recharge, discharge, wellhead and intake protection, measuring risks and protecting water were presented.

Resources:

- Barker, D., Cole, A. and Gibbs, A. 2003. *Getting the Message Out: A Step-by-Step Communications Guide for Environmentalists*. http://sustain.web.ca/cbt/commguide.htm
  This guide promotes a strategic approach to communications on environmentally focused issues, asking you questions that help clarify and define your purpose and choose the appropriate methods and message to reach it. It includes worksheets and suggested resources and readings. It can be ordered as a PDF document ($10) or hardcopy ($25) from the Sustainability Network (Toronto).
- Moorhouse, M. and Elliff, S. (2002). Planning process for public participation in regional water resources planning. *Journal of the American Water Resources Association*. American Water Resources Association. 38 (2): p. 531-
  A Texas-based case study with a focus on public participation in planning. This case provides an excellent overview of the process and steps taken to contact citizens throughout the watershed planning region. Various engagement methods are used and results of participation are discussed throughout the paper.
- Upper San Pedro Partnership. (n.d.) Outreach and Communication Plan. http://www.usppartnership.com/documents/out.comm.chap.pdf
  This plan is an example of a watershed outreach and communication arrangement used in the United States. It includes the use of numerous tools which provide a means for communication between agencies and stakeholders.
- Work Group on Health Promotion and Community Development. (2003). *Community Chapter 6: Promoting Interest in Community Issues*. University of Kansas. http://ctb.ku.edu/tools/en/chapter_1005.htm
  Provides an excellent overview of tools which can be used to inform and consult with the public. Each listed tool has background information, examples, checklists and summaries which provide excellent support materials for users.
- U.S. EPA. (2003). *Getting in Step: A guide for conducting watershed outreach campaigns*. National Service Center for Environmental Publications. http://www.epa.gov/owow/watershed/outreach/documents/stakeholderguide.pdf
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and create access to stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The section on developing media-based campaigns and gaining publicity is particularly helpful. The document also provides useful case studies, tips and worksheets to aid in program development.

3.6 Open House

Size of audience: Large to medium

Level of participation: Information; Consultation

An open house provides an opportunity for the public to learn more about an issue or organization in an interactive, yet informal setting. Visitors are able to learn through 'hands-on' demonstrations, speaking with staff or experts, or obtaining information from displays with visual and print materials. Brief presentations are also made in many open houses in order to highlight certain information for guests.

STRENGTHS

- Allows for people to join at their convenience
- Meets the interaction and information needs of the public (who may not be able to attend other meetings)
- Builds credibility
- Multiple team members present to share expertise
- Can get feedback
- Can use as a lead-in to future activities
- Mitigates against 'social amplification' – protects against an individual or small group rallying others to an adversarial position.

WEAKNESSES AND CONSIDERATIONS

- Difficult to predict attendance for an open house
- Requires a large amount of advertising
- Only attracts people with an interest in or awareness of the issue (forum for NIMBYism or protest)
- The relaxed nature of the event may prevent some people from asking questions
- May be difficult to document public input
- Need to consider how to obtain a large audience

Open houses can be a means of updating the watershed community on DWSP, a means of addressing and diffusing conflict, and a forum for voicing different perspectives. An open house is not a venue for doing more than providing information, soliciting ideas and identifying concerns. The purpose of the open house needs to be clearly defined and advertised so that participants are not given the idea that it is a place where they influence the issue or process.

Open houses, in the traditional format are generally presentation-style approaches with question and answer sessions and displays set up around the room. Challenges associated with this include: diverse audience with different interests and different levels of understanding; difficulty keeping to the fixed agenda because of questions and issue-raising from the audience; organizers become seen as authoritarian when they try to keep questions at bay to ensure the presenters the time promised and to keep to the agenda; and finally, few people get the chance to have their voices heard.[12]

Tips for energizing the conventional open house format:

- Food and refreshments are a must.
- Choose a time frame that will allow the most people to attend. If it is a weekday, hosting the open house from 5:30 – 8:30 will allow for people to drop by both on their way home from work or after supper.
- Invite partners and other key watershed organizations to attend and put up a display or host a booth with information.
- Ensure that there is space available for participants to provide comments and give ideas. This can take the form of a whiteboard with markers and a clear question outlined to which you would like input. Alternatively, an open space of wall with large, brightly coloured stick-it note paper and markers can be a space for gathering information and ideas.
- Make things visual – bring photos and maps of the watershed if possible. This often generates discussion and can act as an icebreaker.

- Invite local school or community centre to perform something, such as a skit or songs related to the watershed. Not only will this draw out the parents and friends of the performers, but it includes the children's perspective on the issue being addressed at the open house.

For drinking water source protection, open houses can be a venue for education about the process and the Clean Water Act. It can be a space to demonstrate threats and mitigation options, to solicit local perceptions of threats to the watershed and brainstorm solutions to address those threats, and also a venue to meet various stakeholders and foster dialogue between members of the SPC and the public.

Resources:

- Gibbons, H. (2006). Coastal and Marine Exhibits Are Wet and Wild at USGS Open House in Menlo Park, California. *Sound Waves*. http://soundwaves.usgs.gov/2006/07/outreach.html
  An article in the USGS monthly newsletter about large-scale open house activities. This is an example of a less-structured open house format with numerous stations to give participants the opportunity to learn in a 'hands-on' setting.
- GIS Day. (2006). *GIS Day Open House Sample Agenda*. http://www.gisday.com/cd2006/agendas/open_house_sample_agenda.doc
  Gives an agenda for a structured open house in order to raise awareness about GIS and demonstrate the use of GIS within an organization.
- USEPA. 2003. *Getting in Step: Engaging and Involving Stakeholders in Your Watershed*. http://www.epa.gov/owow/watershed/outreach/documents/stakeholderguide.pdf
  [Last accessed: 02-14-2007]
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and access stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The document also provides useful case studies, tips and worksheets to aid in program development.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox* http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the Source Protection Planning process.

3.7 Websites

Size of audience:
Large to medium

Level of participation:
Information; Consultation

The Internet is a highly effective means of disseminating information, announcements and documents to interested members of the public. Websites are particularly useful to access people residing in areas that are not close to program centres or in the scope of other media outlets. However, they do not replace the building of personal relationships with stakeholders and many people in rural areas do not have access to high-speed connections and a significant number of stakeholders do not prefer electronic communication with them.

For source protection, especially in large watersheds, websites and internet resources are a cost-effective way of reaching a large audience and housing a great deal of information. A website can provide members of the public with easy-access to information and reports. It can also be used to obtain feedback on planning and reporting processes via email and web-based discussion forums. They can also provide links to the Ministry of the Environment and other SPA websites to give stakeholders the opportunity to learn more about what is happening in other areas. Through interactive online mapping programs, websites can offer a means by which citizens can visualize both risks and protection options to source water in their local area.

If a website is to be your main portal for information, you need to spend an adequate amount of time on its design. Test it with a range of watershed residents, from the tech-savvy high speed crowd to those that still rely on dial-up. Ask yourself questions such as; is it easy to find information? Does it look attractive and inviting? Does it load relatively easily with dial-up? If it is un-navigable and takes too long for the pages to load, it will frustrate users and they may not return. Take care to remember that websites are a tool and are not the only means of communicating with your watershed residents.

STRENGTHS

- Opportunity to provide a lot of information in a low-cost and effective manner
- Can provide publicity and some public input
- Highly accessible for posting project updates
- Few limits on geographic area

WEAKNESSES AND CONSIDERATIONS

- Many citizens – especially in rural and remote areas – may not have convenient access to the Internet or high-speed connections, or know how to use it or have comfort using it
- Design must be carefully considered, especially for those with disabilities (along with the sizes of files, and so on)
- Individuals must actively seek out websites

Resources:

- My Land, Our Water – A Partnership between the Saugeen Conservation Authority & the Maitland Valley Conservation Authority http://216.110.238.118/
  This website is a mapping application that enables you to view information about your property including soil, slope, wells and geology.
- North Saskatchewan Watershed Alliance http://www.nswa.ab.ca/
  This website is a wealth of ideas. It provides educational resources for children and adults, templates for newsletters aimed at schools, crossword puzzles (good for all ages!) and other educational resources. The links point the visitor to local, regional, provincial, national and international web resources.
- Source Water Collaborative – http://www.protectdrinkingwater.org
  A web forum about where America's safe drinking water begins - the lakes, streams, rivers and aquifers tapped for public water systems. This is a web portal of the Source Water Collaborative, eighteen national organizations united to protect America's sources of drinking water.
- Source Water Information – Ausable-Bayfield-Maitland Partnership http://www.sourcewaterinfo.on.ca/
  This website is designed specifically to provide information to the Ausable-Bayfield & Maitland Valley watersheds including: question & answers, notices of public events and activities, reports and information for download, information for the recruitment of committee and working group members and a secure, membership-only discussion forum.
- U.S. EPA. (2003). *Getting in Step: A guide for conducting watershed outreach campaigns*. National Service Center for Environmental Publications
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and access stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The document also provides useful case studies, tips and worksheets to aid in program development. The section on the use of the Internet and websites gives tips for developing a website and gives special consideration to the scope of web-based audiences.
- Work Group on Health Promotion and Community Development. (2003). *Community Chapter 6: Promoting Interest in Community Issues*. University of Kansas. http://ctb.ku.edu/tools/en/chapter_1005.htm
  Provides an excellent overview of tools which can be used to inform and consult with the public. Each listed tool has background information, examples, checklists and summaries which provide excellent support materials for users.

3.8 Field Trips

Size of audience:
Large to small

Level of participation:
Information;
Consultation

Field trips and tours are a venue for providing information to participants in an experiential setting. Trips can also be opportunities for participant input into planning. Field trips complement presentations and written reports well, and give stakeholders more clear perspectives on issues.

Field trips can be used as a means of fostering understanding between different perspectives. This is especially true in areas where misunderstandings and conflicts are common, such as when urban-rural experiences and expectations are different. In relation to drinking water source protection, field trips may be helpful to assist SPC, working group and sub-committee members with hands on experience in identifying risks and developing solutions to problems impacting the watershed. Field trips help break down the barriers between experts and regular folks by placing everyone in an informal setting that is less intimidating and can draw more heavily on experiential knowledge of general participants in addition to the technical knowledge that the experts possess. Social, fun and engaging activities that promote the sharing of stories and knowledge can help to build trust and relationships between members of the group, or between members of the community and decision-makers – whoever the field trip participants are.

Field trips are really great tools – adults are visual and experiential learners. Some concepts are hard to understand unless you can actually see it, feel it and be able to ask questions. For example, municipal drains are difficult to distinguish from natural watercourses or agricultural drains. This may likely be a topic of discussion in DWSP but if the members of the committees or working groups didn't grow up in a rural area, they are unlikely to know what it is or the issues that it may pose.

Tips for field trips:

- Have a clear goal and objective for the field trip and set the agenda accordingly.
- Keep to the agenda and times so that latecomers can catch up with the group and the sites being visited can be prepared.
- Allow enough time for discussion of what the group is viewing and experiencing.
- Pay attention to safety issues such as biosecurity when visiting intensive agricultural operations or accessibility of terrain for the participants.

STRENGTHS

- Useful when on-site attributes must be demonstrated
- Adds transparency to the process
- Can improve rapport with stakeholders
- Creates greater public knowledge of issues and processes
- Greater public knowledge of processes

WEAKNESSES AND CONSIDERATIONS

- Potential to be costly to run (especially if participation is high)
- Limited number of participants due to logistics

Resources:

- U.S. Environmental Protection Agency. (2003). *Getting in Step: A guide for conducting watershed outreach campaigns*. National Service Center for Environmental Publications. http://www.epa.gov/owow/watershed/outreach/documents/stakeholderguide.pdf
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and access stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The document also provides useful case studies, tips and worksheets to aid in program development. The section on field trips provides a few suggestions for the use of tours and fieldtrips in watershed planning.
- Myers B. and L. Jones. (n.d.) *Effective Use of Field Trips in Educational Programming: A Three Stage Approach*. University of Florida IFAS Extension. http://edis.ifas.ufl.edu/pdffiles/WC/WC05400.pdf
  This online article presents a clear, three-stage process to develop educational field trips. It outlines the roles of organizers, participants, and of materials in the development of a field visit. The article proposes numerous tips that can help organizers throughout the process.
- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*. https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.
- Pebble Beach Community Services District. (n.d.). Board of Directors Fire Protection and Emergency Preparedness Field Trip. http://www.pbcsd.org/meetings/2005/agenda_2005_09_26_fieldtrip.html
  An agenda providing a clear outline of the goal of the field trip, the locations to be visited as well as a brief outline of activities.

3.9 Public Meetings

Size of audience:
Large to medium

Level of participation:
Information;
Consultation

Public meetings are a forum for participants to express learn about plans, hear other viewpoints, and speak about concerns. These meetings are typically held to engage a wide audience in sharing information and opinions about topics. Meetings typically have presenters set with a schedule, followed by question and answer periods. Municipalities in Ontario are required by the Planning Act to hold a public meeting when either an amendment to the Official Plan or an amendment to the zoning by-law is being considered. Conservation authorities recognize this experience with public meetings and mandate to provide opportunities for public participation that municipalities possess. Most people identify with their municipal boundaries and not the watershed boundaries. The process that municipalities have established with their constituents to solicit their participation in particular issues is an important one to work with and build upon when developing public meetings for watershed issues with respect to drinking water source protection.

However, there is room (and need) for creatively hosting public meetings. They don’t have to follow the conventional presentation formula. A facilitative approach to public meetings can create a more open, workshop-style meeting that embraces the principles for design and for

carrying out discussed in Part One. Problems with conventional approaches to public meetings include the following observations:

- Audience contains different interests with different levels of understanding and sympathy.
- Difficult to keep to the agenda because participants may bring up issues to derail or side-track the meeting and organizers look unsympathetic if they try to cut people off or limit input.
- Few people have the opportunity to participate and voice their thoughts.
- Many people are uncomfortable with speaking in front of crowds and large groups.
- Apathy is widespread – people's prior experience with public meetings is that it is a one-way communication exercise where the participants are 'informed' instead of 'consulted' or listened to.

> *High cost presentations suggest that minds are already made up.*[13]
>
> Wilcox

Despite the problems with public meetings, they are still valuable processes for disseminating information to the general public. They can be used to provide initial information on drinking water source protection planning, and to introduce key players and contacts to the public. They can also be used to update community members on the planning progress. Public meetings, like open houses, can be showcases for accomplishments and final outputs from deliverables of the DWSP process. Workshop-style public meetings can be a means of gaining public input on the DWSP process and plans and of identifying concerns and issues raised throughout the process.

Tips for public meetings:

- Food and beverages are a must.
- Child care may be necessary depending on the range of people you are aiming to attract.
- Time and location impact who is able to attend.
- Publicize, publicize, publicize!
- Ensure that the purpose of the meeting is clearly articulated in the advertisements for the meeting so that people know what is happening and why they are invited to attend.

STRENGTHS

- Allows input from a variety of individuals
- Information and decisions are accessible to all of the community
- Can explore alternatives

WEAKNESSES AND CONSIDERATIONS

- Requires facilitation in order to avoid viewpoints from dominating the discussion
- May not have broad participation
- Potential for conflicts or social amplification
- Time and labour intensive

Resources:

- USEPA. 2003. *Getting in Step: Engaging and Involving Stakeholders in Your Watershed.* http://www.epa.gov/owow/watershed/outreach/documents/stakeholderguide.pdf [Last accessed: 02-14-2007]
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and access stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The document also provides useful case studies, tips and worksheets to aid in program development.
- Community Engagement in the NSW Planning System [Last accessed: 02-15-2007] http://203.147.162.100/pia/engagement/index.htm
  This website has been developed by a unique partnership of practitioners and advisers as a single, comprehensive, easy to read resource for practitioners in the NSW planning and development system. It is intended as a source of reference for anyone keen to improve the quality of community engagement in this system at local, regional or State levels.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox* http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the DWSP process.

3.10 Signage

Size of audience: Large

Level of participation: Information

The use of signs to identify where the watershed boundaries are is important in developing a sense of watershed community. People readily identify with the political jurisdiction in which they live but not the ecological jurisdiction. Identifying where a watershed begins and ends through signs is an important building block in an awareness campaign. Without knowing where it begins and ends it is harder for the residents to feel a sense of ownership over the watershed issues.

Signs help to build a sense of ownership of the watershed that is essential for developing stewards and engaging the community in source protection planning. Jurisdictions such as Waterloo have identified source protection areas and give phone numbers where you can call to inform the municipality of any issues that you see happening in the recharge areas.

3.11 Ambassadors

Size of audience: Large

Level of participation: Information

The ambassador concept centers around the principle that people trust, respect and are most willing to receive information from people within their communities that they know and respect. Ambassadors are champions for your project and form a network across the watershed. A network of Ambassadors provides access to the issues and concerns that really matter and are deeply rooted within people of a community.

Another term often used to describe this is "champion". Perhaps there is a local leader in your watershed who you can approach to become a watershed ambassador or champion? Someone who has a passion for the watershed and local issues, is approachable and is a valued source of information and advice within the community?

3.12 Broadcast and Cable Television Notices, Interviews and Programs

Size of audience: Small to large

Level of participation: Information

Community cable television is a forum that can provide cost-effective direct delivery of information to viewers. The number of viewers may be small but this is a media vehicle which can be considered as part of the information mix. Other television vehicles are effective at reaching stakeholders who may not favour print media vehicles for information but this is less cost-effective. However, studies indicate many organizations do not use the communications vehicles most used by the public – and television should be considered where possible.

4≈ CONSULTATION TOOLS

4.1 Questionnaires and Surveys

Size of audience: Large

Level of participation: Consultation; Involvement

Questionnaires and surveys are useful for obtaining the perspectives of individuals on issues, as well as gathering additional information on a topic. They are developed to ensure consistency in asking questions, and can be made anonymous, which aids in obtaining reliable data from participants. While questionnaires and surveys can be an excellent way to start a participation process, they are rarely enough on their own. These need to be designed as a part of a larger process and of a process that leads to action.

Questionnaires and surveys can be conducted in numerous ways such as: face-to-face interviews, telephone interviews, written forms, mail outs or on-line surveys. Questionnaires and surveys can be combined with other methods such as focus groups and historical data in order to develop an understanding of a topic or issue.

Questionnaires and surveys can be used to identify opportunities for and interest in drinking water source protection planning by members of the public. They can also be used to identify potential committee and working group members. This method can also be used to obtain information on potential or existing risks to source water and to get feedback on deliverables and actions taken by the SPC. Another potential outcome of a survey or questionnaire is for the organizer to become informed as to the level of understanding regarding particular DWSP issues by the targeted audience.

STRENGTHS

- Answers can be anonymous, therefore answers can be more honest
- Generate qualitative and quantitative data
- Helps reach respondents over a wide geographic area
- Gets feedback from those unlikely to attend events
- Results can be extrapolated
- Respondents can answer at a convenient time
- Internet, mail-out or telephone interviews can be fairly economical

WEAKNESSES AND CONSIDERATIONS

- Low response rates
- Written forms depend on literacy rates
- Must provide with return postage (if mail out)
- Must be clearly worded, without bias
- Should be piloted implemented on a wide-scale
- Without proper consideration and attention, surveys can be methodologically weak and therefore, can provide inaccurate or unhelpful information
- Engaging an expert in the field to develop a survey can be extremely expensive to create and administer

The following box contains tips on designing surveys excerpted from an Environment Canada publication:

10 TIPS ON DESIGNING SURVEYS

From: Camozzi, A. *Community Environmental Projects – From Needs Assessment to Evaluation.* Ottawa: Environment Canada.

1. Use simple words that have clear meanings. Don't use complicated words, especially scientific terms that people may not understand. A literacy level of Grade 6 should do the job.
2. Make sure the meaning of your questions is clear.
3. Always pre-test your survey on a group of people from the same target group.
4. On the basis of the pre-test, make revisions.
5. Include questions with "open" answer (no choices) as well as some questions with choices.
6. Get the advice of a professional if you want a statistically valid survey.
7. Avoid offensive, threatening, vague, or biased language.
8. Make sure the survey questions will provide the answers you need.
9. Follow-up when responses are not received.
10. KISS – Keep It Short and Simple

Resources:

- Dillman, D.A. (2000). *Mail and internet surveys: the tailored design method.* New York, New York. John Wiley and Sons.
  A highly useful book focusing on developing surveys and questionnaires, with an emphasis on written surveys. Provides examples and suggestions for research design.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox*
  http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the source protection planning process.
- Seneca Lake Area Partners. (1999). *Sample Watershed Resident Survey.*
  http://www.cayugawatershed.org/Cayuga%20Lake/RPP/caywatershedsurvey.htm
  An example of a survey sent out to residents of the Cayuga Lake Watershed. The survey was mailed to a sample of 24,000 people, and was also be available at public meetings and workshops in order to solicit information for the Cayuga Lake Restoration and Protection Plan.
- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox.*
  https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.

4.2 Submissions; Response Sheets

Size of audience:
Large to medium

Level of participation:
Consultation; Involvement

Submissions and response sheets give members of the public and participants the opportunity to provide feedback on proposals or issues. They can be used to gain in-depth, written responses to concerns and preferences regarding an issue or a plan. Submissions, such as those made to the Environmental Bill of Rights Registry (EBR) may be varied in form from a letter to a paper with appended documents. Response sheets tend to be shorter in length, and included with project mailings.

For drinking water source protection, submissions have been used by the government to obtain feedback from the public on the proposed legislation and regulations. Source Protection Authorities (SPAs) and Committees can use the process to obtain detailed feedback from stakeholders and the public on SPC actions.

A call for written submissions can be used to provide the SPC with the opportunity to receive creative input from the public regarding the draft deliverables for the source protection plan.

STRENGTHS

- Gain detailed positions on issues
- Get a range of viewpoints on issues
- Can satisfy certain legal or statutory requirements for consultation
- Can get information from people who are not likely to attend meetings

WEAKNESSES AND CONSIDERATIONS

- One-way communication
- Respondents tend to have significant stakes in the project - may not be representative (therefore results may be skewed)
- Communication is limited to written form which provides input from people with a high comfort with writing but doesn't create a vehicle for input from those whose comfort level or preferred intelligence is verbal

SAMPLE METHOD AND TIPS:

1. Encourage members of the community to comment on both the process and the planning involved in drinking water source protection. This could be done by advertising a 'call for submissions'.
2. Submissions should be relevant to the terms of reference of the inquiry. They may address all or a selection of the points outlined in the terms of reference. Submissions may contain facts, opinions, arguments and recommendations for action. It is helpful if submissions are prefaced by a brief summary of the main points.
3. Ensure that the information gathered is taken into consideration by the planning committee.
4. Response sheets are similar, but can be included in mail-outs and fact sheets in order to get feedback from citizens on program work.

Based on information from: House of Representatives. Committee Office (2002) *Preparing a submission to a Parliamentary Committee Inquiry.* Canberra, Australian Government. http://www.aph.gov.au/house/committee/documnts/howsub.htm#what ;

International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox* http://www.iap2.org/associations/4748/files/toolbox.pdf

Resources:

- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*. https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods; resources required for activities and also list resources for an in-depth examination of tools.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox* http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the source protection planning process.
- Village of Oak Park. (2004). *Oak-Park Greater Downtown Master Plan Workshop 1: July 2004. Public Comments Received.* Illinois http://www.oak-park.us/public/pdfs/Downtown%20Plan/July%202004%20workshop%20public%20comments.pdf
  A document showing how public response sheets are used in planning processes, relating comments back to plan goals and objectives.

4.3 Deliberative Opinion Polls

Size of audience: Medium

Level of participation: Consultation; Involvement

Deliberative Opinion Polls (DOPs) are used to obtain participant opinions on issues. Participants are informed using various media to gain an educated and balanced viewpoint on issues, and are given time to consider the issue is detail. This differs from ordinary opinion polls, which do not give participants the opportunity to learn about the issue being studied before doing surveys.

The following is a sample method for Deliberative Opinion Polls:

1. Clearly define goal and objectives of poll and issue that poll is addressing.
2. Identify a random sample of the population so that participants are representative of the watershed.
3. Conduct a baseline survey of opinion on the issue.
4. Develop and disseminate information to give to participants. Engage experts, politicians and organizations who may be requested to inform participants about various aspects of the issue.
5. Give participants set time frame to ask questions, find information and engage decision-makers in discussions.
6. Conduct second survey on the issue.
7. Note and record changes in opinion.

This tool helps to identify education needs for the watershed with respect to a particular issue. It also helps to bring attention to potential points of conflict within an issue. This enables the development of material and stakeholder engagement material to inform watershed communities on the drinking water source protection process and issues.

This can help to develop an educated public and increase their engagement throughout the planning and implementation process. It is especially applicable during the plan's development phase to gain representative and balanced opinions on potential actions listed within a plan.

STRENGTHS

- Uses a random sample to extrapolate results to the population as a whole
- Can advise on what the public as a whole would think if they had the time or knowledge to consider issues in full
- Large number of people involved

WEAKNESSES AND CONSIDERATIONS

- High cost
- Need access to experts to develop materials
- Can be time-consuming
- Need to select participants

Resources:

- Centre for Deliberative Democracy. (n.d.) *Deliberative Polls*. Stanford University
  http://cdd.stanford.edu/polls/index.html
  A webpage on deliberative polling by the developer of the technique, Dr. James Fishkin, at Stanford University. Provides additional information on the technique along with case studies in which it has been applied.
- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*.
  https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox*
  http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the Drinking Water Source Protection Planning process.

4.4 Key Stakeholder Interviews

Size of audience:
Medium to small

Level of participation:
Consultation;
Involvement

Interviews with key stakeholders are an important means of gaining insight into ideas and concerns of individuals in the community. Interviews can be designed to be structured, semi-structured, or as a casual (unstructured) conversations. They provide an excellent means by which to gain an understanding of stakeholder perspectives regarding an issue, and can be conducted in a way that permits probing questions to get relevant information.

Interviewing key stakeholders can provide SPAs and SPCs with in-depth community-level information pertaining to DWSP throughout the planning process. Key stakeholder interviews are particularly important at the initial stages when SPAs are facilitating membership on the SPCs – acquire information on stakeholders, potential members, and preferred processes for the planning phase. This can also be used intermittently throughout the DWSP process to get feedback at regular intervals from key stakeholders affected by DWSP.

STRENGTHS

- Gain insight into specific knowledge and opinions on an issue
- Can be used to determine means of communicating with the public
- Can help in developing committees

WEAKNESSES AND CONSIDERATIONS

- Can be expensive and time-consuming
- Requires skilled interviewers who are able to engender and build trust

Resources:

- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, Calif.: Sage Publications.
  Reviews qualitative methods; including information on developing and conducting in-depth interviews.
- Wilcox, D. 1994. Guide to Effective Participation. http://www.partnerships.org.uk/guide/index.htm [Last accessed: 02-15-2007]
  A clear, easy to read, practical guide to effective participation. It includes many tips and suggestions and asks key questions to the reader that help determine what tool is needed when.
- Barker, D., Cole, A. and Gibbs, A. 2003. *Getting the Message Out: A Step-by-Step Communications Guide for Environmentalists*. http://sustain.web.ca/cbt/commguide.htm
  This guide promotes a strategic approach to communications on environmentally focused issues, asking you questions that help clarify and define your purpose and choose the appropriate methods and message to reach it. It includes worksheets and suggested resources and readings. It can be ordered as a PDF document ($10) or hardcopy ($25) from the Sustainability Network (Toronto).
- USEPA. 2003. *Getting in Step: Engaging and Involving Stakeholders in Your Watershed.* http://www.epa.gov/owow/watershed/outreach/documents/stakeholderguide.pdf [Last accessed: 02-14-2007]
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and access stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The document also provides useful case studies, tips and worksheets to aid in program development.

4.5 Kitchen Table Discussions

Size of audience:
Medium to small

Level of participation:
Consultation;
Information

Kitchen table discussions are small discussions between citizens within a local area, which are usually held at a person's home or a coffee shop, for example. These meetings are used to facilitate the sharing ideas over a topic of interest in an informal setting. Participants tend to be more willing to discuss issues more in-depth than they would be at formal meetings. Kitchen table discussion groups can be a vehicle for social change, and are being found on the internet to facilitate discussion on certain subjects.

Historically, kitchen table discussions have been well used as a means of educating and organizing communities. The Antigonish Movement of the 1920's was born through the kitchen meetings and study circles that led to the members of rural fishing villages of Nova Scotia organizing producer and consumer cooperatives. These discussions sometimes arise informally and spontaneously to address particular issues in the community. However, they are often initiated by people or organizations who wish to facilitate learning and exchange of ideas.

This method can be adapted to address source protection planning needs. Through organized kitchen table discussions, the SPA and SPC can obtain information about potential risks to source water and concerns from citizens who live in areas impacted by the CWA. They can also be used as a means to disseminate information about DWSP to people who may otherwise be uninterested in participating. Kitchen table discussions can contribute to the development of a highly-localized process to learn about opinions on potential actions.

People respond more to those they trust. If the SPA, SPC, CA or municipality is not part of their social network already, people may be reluctant to participate in a kitchen table discussion sponsored and organized by them. Therefore, it may be best to partner with another organization in the watershed to host this event, such as the local women's' institute, farm group, business association, church, Kinsmen Club, Legion or senior citizens' home for example. These organizations already have trusted relationship and a partnership may increase the credibility of the organizing body.

STRENGTHS

- Maximizes two-way dialogue
- Provides a good method of gaining an understanding of conflicts early in issue development
- Neutral setting that increases the likelihood of engaging participants in debate while decreasing the potential for real conflict
- Builds social networks in a community

WEAKNESSES AND CONSIDERATIONS

- Needs relaxed and polite facilitators
- Requires creativity and research in order to reach a broad audience
- Limited size of discussion (under 10)
- Participants need to know that their input is valued but that it has to be considered within the context of a science-based process
- Needs a diversity of interests to be invited

Resources:

- The Community Table. (2006). *A Tool for Mobilizing People in Your Community: Capacity Exists Toolkit*. Huntingdon, Quebec. http://www.buildingcommunities.ca/ct/en/pdf/CapacityExistsToolkitFacilitationGuide.pdf
  Gives information on organizing and conducting kitchen table discussions within a community.
- Dobson, Charles. (2006). *The Citizen's Handbook*. Vancouver Community Network: Vancouver, British Columbia. http://www.vcn.bc.ca/citizens-handbook/welcome.html
  Provides an overview of various techniques used in community building and development. Provides links to various resources on citizen participation.

5 ≈ INVOLVEMENT TOOLS

5.1 Study Circles

Size of audience: Medium

Level of participation: Involvement; Consultation

Study circles, like kitchen table discussions, are processes that are used for small-group deliberation aimed at finding out more about a topic or a process. A study circle meets regularly (over various lengths of time) to discuss issues from multiple perspectives in an independent and collaborative process. The study circle organization process follows three main stages: comprehensive community organizing, dialogue (study circles), and action (personal, collective and policy-level) regarding the issue.

Study circles are more organized and meet more regularly than kitchen table discussions. These can be used to develop solutions and identify strategies to dealing with drinking water source protection issues. They can also be a means for the SPC and SPA to obtain local-level information on risks, threats and issues and to work with members of the watershed to develop ways to address them. It also serves to provide members of the study circle – citizens, stakeholders, committee members and staff people – with an understanding of viewpoints that should be considered in source protection planning.

STRENGTHS

- Citizens gain ownership of issues
- Provides a means for participants to get in-depth understanding into others concerns and perspectives
- Works to solve conflicts
- Forms networks for citizens as well as agencies and businesses
- Easily adapted to changes in conditions or use/purpose

WEAKNESSES AND CONSIDERATIONS

- Time-consuming to develop coalitions
- Requires strong leadership and knowledge of issues and social dynamics
- Educational infrastructure needs to be put into place in order to provide citizens with the technical background within which to discuss technical issues.

Resources:

- Cointelligence Institute. (2002). *A Toolbox Of Processes For Community Work*. http://www.co-intelligence.org/CIPol_ComunityProcesses.html
  The toolbox provides an overview of numerous tools used for community participation. It also provides references for further resources on each topic.
- McCoy, M, P. Emigh, M. Leighninger, and M. Barrett. *Planning Community-Wide Study Circle Programs: A Step-by-Step Guide*. http://www.cpn.org/tools/manuals/Community/studycircles1.html
  Provides a detailed overview of study circles, and also includes sample documents and case studies for implementing study circles at a broader community scale.
- Study Circles Resource Centre. (2005). *Study Circles Resource Centre Homepage*. http://www.studycircles.org/en/Index.aspx
  The Resource Centre provides a comprehensive array of information on study circles. It varies from case studies to 'how-to' guides which can be downloaded from the website.
- Sustainable Tompkins. (2006). Study Circle for Kendal at Ithaca. http://www.sustainabletompkins.org/index.php?option=com_content&task=view&id=32&Itemid=5
  Provides an example of discussions that are carried out at a study circle which discusses sustainability issues.
- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*. https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.

5.2 Workshops

Size of audience:
Medium to small

Level of participation:
Involvement;
Consultation;
Collaboration;
Information

Workshops are a forum for stakeholders and citizens to work together focusing on a common issue. They are used to resolve issues and build consensus for action using a variety of general tools and activities such as those previously discussed in Section 2.

The facilitation section of Part One (Section 4) provides many tips on skills required for facilitating successful workshops. The tools and techniques presented previously in Section 2 as well as the other sections of this document also provide ideas for workshop planning. Key highlights from those sections include:

- For every one minute of a workshop, you should spend 5 minutes planning. While that can be time intensive, the pay-off of a well run, well organized workshop can be very rich and rewarding.
- A clear goal and objective for the workshop must be established at the very beginning.
- Backup tools and plans for every step of the agenda are a good idea so that if the process stalls you have another option to help keep you to task, keep you to time and keep the group from inaction.

For drinking water source protection, workshops can be widely used throughout the planning and implementation process to obtain feedback from stakeholders, to develop solutions and innovative approaches to local source protection issues in the watershed. Workshops, when designed with a clear goal in mind and in a participatory manner, can help to develop relationships, build trust and share ownership among the watershed residents.

STRENGTHS

- Forum for discussion and generation of ideas
- Fosters communication in small groups within a larger crowd
- Can generate a lot of feedback
- Builds ownership and credibility of outcomes
- Variety of experts available in teams

WEAKNESSES AND CONSIDERATIONS

- Some participants may view separation from other group to dilute their viewpoints
- Many skilled facilitators may be necessary if the group is large
- Requires a high degree of planning
- Time and expense of attending multiple workshops may be a deterrent for some stakeholders

Resources:

- Aidsmap. (2002). *Preparing and Facilitating Participatory Workshops*. http://www.aidsmap.com/en/docs/CBAB349D-6FB2-4D08-9BC2-140645E9DA4C.asp
  Gives step-by-step guidelines for preparing a workshop. Also has suggested activities and general tools to apply during the process.
- Stanfield, R.B. 2002. *The Workshop Book – from individual creativity to group action*. Gabriola Island, BC: New Society Publishers and The Canadian Institute of Cultural Affairs.
  This is a handbook on consensus workshops that provides clear, practical, detailed procedures. It is intended to be not only a workbook, but also a reference book for design and troubleshooting and a means of sharing best practice experiences.
- Kaner, S. et al. 1996. *Facilitator's Guide to Participatory Decision-Making*. Gabriola Island, BC: New Society Publishers.
  An excellent resource for tools and techniques to enable participatory decision-making in a workshop or group meeting setting.
- UNICEF. 1998. *Games and Exercises: A Guide for Facilitators and Trainers Involved in Participatory Group Events*. [online: http://www.unssc.org/web1/ls/downloads.asp]
  A phenomenal resource of tools and techniques to assist in the design and running of workshops. The guide is organized according to the different components or goals of an event and provide instructions on how and when to use the tools, including materials required.
- UNICEF. *How to Organize and Run Learning Workshops*. http://www.unssc.org/web1/services/downloads/How%20to%20Organize%20and%20Run%20Learning%20Workshops.pdf
  A well written guide that walks the reader through the workshop process – from planning to evaluation and reporting. It includes checklists and sample forms.

- Chambers, R. 2002. *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities.* London: Earthscan Publications.
  A hilarious and well organized read, this sourcebook of ideas is a wealth of experience, stories and suggestions. With illustrations and examples, the book provides instructions on how to use the tools and walks the reader through the workshop process.
- USEPA. 2003. *Getting in Step: Engaging and Involving Stakeholders in Your Watershed.* http://www.epa.gov/owow/watershed/outreach/documents/stakeholderguide.pdf [Last accessed: 02-14-2007]
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and access stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The document also provides useful case studies, tips and worksheets to aid in program development.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox* http://www.iap2.org/associations/4748/files/toolbox.pdf
  Presents an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the Source Protection Planning process.

5.3 Backcasting

Size of audience: Medium to small

Level of participation: Involvement

In backcasting, groups of people work together to discuss the implications of future policy and planning goals. Backcasts compare various future conditions, and contrast the implications of different options for action, then develop a plan to achieve the most desirable options.

This could be a powerful tool to use in a working group or SPC setting to help identify priorities and actions for the source protection plan. It could also be used in a more open workshop setting to encourage community involvement and ownership over source protection plans.

STRENGTHS

- Helps determine the feasibility of policy goals
- Aids in getting direction based on community goals
- Participants have the opportunity to gain an understanding of policy options
- Adaptive

WEAKNESSES AND CONSIDERATIONS

- Difficult to determine what the implications of actions really are
- May not cover all factors that will influence future conditions
- Limited group size – works best with small groups

The following box provides a sample method and tips to conducting a backcasting analysis.

SAMPLE METHOD AND TIPS:

To undertake a backcasting analysis:

1. Define future goals and objectives, projecting 25-50 years into the future.
2. Specify the scenario by analyzing the technological and physical characteristics of a path that would lead towards the specified goals.
3. Evaluate the scenario in terms of physical, technological and socioeconomic feasibility and policy implications.
4. Brainstorm ways this desired endpoint can be achieved, working backwards to the present.

From: Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*. https://www3.secure.griffith.edu.au/03/toolbox/

Resources:

- Alberta Urban Municipalities Association. (2004). *Backcasting Elaborated*. http://msp.munilink.net/Comprehensive_Track/Tools:+Downloads/Tool+A:+Backcasting+Elaborated/
  Provides a background on backcasting as a planning tool - outlines the uses and strengths of the tool.
- Brandes, O. (2006). *Towards Water Sustainability in Canada*. http://www.policyresearch.gc.ca/doclib/SD/PS_SD_Brandes_200605_e%20.pdf
  Reviews the idea of backcasting in urban water demand management using soft path concepts.
- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*. https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.
- Prospectiva. (n.d.). *Backcasting: Creating a Future History* http://www.prospectiva.net/docs/BackcastingMaking%20it%20Happen.pdf
  Lists procedures and suggestions for backcasting scenarios.

5.4 Committees and Working Groups

Size of audience:
Medium to large

Level of participation:
Involvement;
Consultation

Citizen committees are groups of stakeholder representatives who are appointed to provide feedback on a specific issue. Committee members meet in order to provide ongoing contributions and advice throughout the process of a plan or project. In the DWSP context, it is not feasible for all stakeholders to be represented on the SPC. Therefore, working groups will likely be useful and specific to each source protection region that will involve representatives from the different stakeholder groups and sectors within the watershed.

Committees and working groups will be an integral part of the DWSP process. It is these groups of people who will be tasked with a large part of the work and advisory roles. The members of these groups represent a larger group of people. Therefore, they can receive valuable feedback from members of the community on plans, get local-level information on potential risks, threats and issues and can identify areas of concern and potential conflict in proposed DWSP or risk management plans.

The Regional Municipality of Waterloo has established several working groups with the business community. Early efforts to engage this sector in water protection efforts were very challenging. Now, the planning department has a focus on engaging with the business community. They have monthly meetings with the various working groups to discuss potential projects, get specific feedback on particular projects, share information, build support for projects, and get expert opinion on various issues, projects and concerns. This kind of open and regular communication has helped to build trust between the business community and the municipality.

STRENGTHS

- Allows involvement from a range of groups
- Can develop consensus on issues
- Members can disseminate information to their groups
- Builds community networks
- Timeline permits detailed analysis of issues
- Participants gain an understanding of other viewpoints

WEAKNESSES AND CONSIDERATIONS

- Participant selection requires a great deal of consideration (including willingness to work with others)
- Must have clear principles and norms for the group to ensure smooth process
- Members may not achieve consensus
- Can be costly and labour-intensive
- May not accurately represent the general public
- Time and cost commitment may be a deterrent to some sector representatives

Resources:

- Conservation Technology Information Centre (CTIC). (n.d.) *Building Local Partnerships: A Guide for Watershed Partnerships*. http://www.ctic.purdue.edu/KYW/Brochures/BuildingLocal.html
  This guide is one of a series for people who want to organize a local partnership to protect their watershed. This series will not solve all your problems. They were designed to provide guidance for going through the process of building a voluntary partnership, developing a watershed management plan and implementing that plan. Because the characteristics of each watershed are unique; you may wish to select and use the portions of this guide that are applicable to your particular situation.
- USEPA. 2003. *Getting in Step: Engaging and Involving Stakeholders in Your Watershed*. http://www.epa.gov/owow/watershed/outreach/documents/stakeholderguide.pdf
  [Last accessed: 02-14-2007]
  This guide provides a step-by-step process for developing and implementing a watershed outreach program. It gives suggestions on how to identify and access stakeholders in a watershed, and gives examples of how to use various techniques in delivering information and educating the public. The document also provides useful case studies, tips and worksheets to aid in program development.
- Carson, L. (2003). *Consult Your Community: A Guide to Using the Resident's Feedback Register*. New South Wales, Australia: PlanningNSW.
  This guide outlines how to use a Resident's Feedback Register (similar to a Delphi Group)
- Turner, B. (n.d.) *Seven Habits of Highly Effective Stakeholder Advisory Committees*. Phoenix Facilitation.
  This brief paper outlines seven characteristics of advisory groups involved in collaborative processes.
- NSEL. 2004. *Developing a Municipal Source Water Protection Plan, A Guide for Water Utilities and Municipalities Step 1: Forming a Source Water Protection Advisory Committee*. Halifax: Nova Scotia Environment and Labour. http://www.gov.ns.ca/enla/water/docs/WaterProtectionPlanStep1.pdf
  This guide provides a step-by-step process for establishing a source water protection advisory committee. It includes samples terms of reference for the committee.
- U.S. Department of Transportation. (n.d.) *Civic Advisory Committees*. http://www.fhwa.dot.gov/reports/pittd/cac.htm
  Describes the committees, their functions, and provides basic outlines for meeting agendas.

5.5 Consensus Conference

Size of audience:
Medium to large

Level of participation:
Involvement; Consultation

Consensus conference is a public meeting which facilitates citizen involvement in addressing an issue. An expert panel is provided to ensure that various viewpoints can be discussed at the conference. A consensus conference offers a highly participatory technique for community voices to be heard.

This tool can be used to develop an educated public, to understand citizen concerns over plans and assessment reports and to create solutions and strategies to address drinking water source protection.

STRENGTHS

- Facilitates public debate on issues
- Bridges the gap between the public and experts on an issue
- Strong learning process
- Allows for a wide range on viewpoints on issues
- Participants have an impact on policies

WEAKNESSES AND CONSIDERATIONS

- High cost
- Great amount of preparation required
- Must have clearly set-out rules for the conference
- Formal setting may not facilitate the expression of true views of participants
- Need to have an effective facilitator and must produce reports quickly

Resources:

- Danish Board of Technology. (2006). *Consensus Conference.* http://www.tekno.dk/subpage.php3?article=468&toppic=kategori12&language=uk
  Provides a background on consensus conference methodology as used by the Board. Also has a list of case studies in which it has been used in Denmark.
- NFCC. (2004). NFCC Consensus Statement. Long Beach, California. http://nfcc-fisheries.org/images/uploads/Consensus_Statement.pdf
  Provides a background on the case, and outlines steps taken towards the consensus statement.
- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox.* https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.

5.6 Delphi Study

Size of audience:
Medium to small

Level of participation:
Involvement; Collaboration

Delphi studies connect numerous carefully selected experts and stakeholders in a consensus-based process, without requiring physical meetings. The technique bridges gaps both between knowledge and geographic areas in order to reach agreement on an issue. The Delphi study uses a facilitator in order to communicate, and panelists are able to view and react to each other's ideas through the process, which eventually leads to the generation of new ideas and consensus.

STRENGTHS

- Covers participants from a large geographic area
- Works towards consensus on issues
- Transparent and democratic process
- Participants are able to contribute in a convenient manner
- Can be used with complex issues

WEAKNESSES AND CONSIDERATIONS

- Can be expensive and time consuming
- Participants may lose interest if the process takes too long
- Large amounts of information need to be compiled and distributed
- Harder to build trust and mutual respect without physical meetings

Delphi Studies have been undertaken, primarily by university researchers (e.g. Plummer, Brock University, FitzGibbon, University of Guelph) as they are time consuming endeavours. However, they could offer some potential value to the drinking water source protection process. The results of a Delphi Study could assist in the use of expert and local stakeholder opinions to develop strategies for source protection plans.

The study may develop a wider array of potential solutions to DWSP issues that may otherwise not be included in source protection plans.

The following steps are necessary to conduct an effective Delphi study:[14]

1. Identify a panel of experts or specialists by soliciting nominations from specialists or individuals appropriate to serve on the Delphi panel. The panelists' should have a high degree of knowledge in an area and must be willing to share the knowledge.
2. The terms of reference of the study need to be described to the panelists at this time.
3. Invite an appropriate number of panelists to participate (30-50 people).
4. Prepare and distribute the initial survey instrument. It may contain open-ended probes or specific closed-ended questions, depending on the focus of the research.
5. Receive and analyze the first responses.
6. Prepare and distribute the second survey instrument. Most often panelists are asked, with this second wave enquiry, to clarify and rank order survey items suggested during the first wave. When the panelists receive the second survey instrument, it will be the first time they will have seen the responses of the other panel members. It is often appropriate at this time to ask for additional ideas, clarifications, and elaborations based on the initial survey responses.
7. Receive and analyze the second lot of responses (second wave of data). Care should be taken to include all of the new ideas and suggestions, for the main purpose of the Delphi study is to generate new ideas.
8. Prepare and distribute the third survey instrument. Most often, panelists are asked, with the third wave, to rank order and clarify the new set of revised survey items.

9. Receive and analyze the third wave of data. Often by this stage, the analysis is less subjective and judgmental, and more quantitative and objective.
10. Repeat the process with additional waves, if necessary.
11. Prepare and distribute a final report to panel members. One of the motivations for participating in a Delphi panel, particularly for specialists, is to learn firsthand, before others, what the results of the Delphi study are.
12. The final report is acted upon according to the initial terms of reference.

Resources:

- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*. https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.
- Creating Minds. (n.d.). *Delphi Method* http://creatingminds.org/tools/delphi.htm
  Outlines and gives a simple example of how the Delphi Method is used.
- Illinois Institute of Technology Department of Civil and Architectural Engineering. (n.d.). *The Delphi Method*. http://www.iit.edu/~it/delphi.html
  Gives a detailed description of the Delphi Method, provides stages for the process, and lists strengths and weaknesses.

5.7 Citizen Juries

Size of audience: Medium

Level of participation: Involvement; Collaboration; Consultation

Citizen juries use a representative sample of citizens, who are used to contribute to decision-making processes. Participants are given detailed information relating to an issue, and are asked to collectively issue a report on their verdict regarding an issue (as with legal juries). Citizen juries are a democratic means to ensure equal representation of viewpoints on an issue are provided.

Potential applications to drinking water source protection include being a useful process for determining options for source protection plans, identifying and ranking risks and threats in the watershed and as a means to develop the strategies using representatives from the community.

STRENGTHS

- Draws community into process for input
- Engages a cross-section of the community
- Democratic participatory process
- Citizens are given the opportunity to learn about and understand an issue
- Gauges public reaction and opinion

WEAKNESSES AND CONSIDERATIONS

- Must have a jury that is representative of the community
- Takes several days to run the jury
- Requires skilled moderators/facilitators
- The organization must follow recommendations or are pressured to explain why

The following is an example of the process necessary to conduct a Citizen Jury:

SAMPLE METHOD AND TIPS:

1. Select a broadly representative group of approximately 8-12 people.
2. Determine a question important to the issue being considered or develop a series of options for the jury to consider.
3. Brief jurors on the rules of the proceedings, and allow them between two and four days to come to a recommendation.
4. Provide expert witnesses to brief the jury who can be cross-examined and who can spend time discussing the issue with the jury.
5. Engage independent moderator(s) to assist the process of deliberation.
6. At the agreed time, arrange a presentation from the panel and/or collect the jury's report, which should outline their recommendations.
7. Publish the report and recommendations (this would normally be done by the commissioning body).
8. If the recommendations of the citizen jury are not followed up, publish the reasons for not following up (this would normally be done by the commissioning body).

From: Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*.
https://www3.secure.griffith.edu.au/03/toolbox/

Resources:

- Citizens Jury. (n.d.) Citizens Jury. http://www.juryworld.com/
  An easy-to-read, illustrated website dedicated to Citizen Juries. Have background information, examples, and basic methods for implementation.
- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*.
  https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox*
  http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the Source Protection Planning process.
- Jefferson Center. (2004). *Citizen's Jury Handbook* http://www.jefferson-center.org/vertical/Sites/{C73573A1-16DF-4030-99A5-8FCCA2F0BFED}/uploads/{7D486ED8-96D8-4AB1-92D8-BFA69AB937D2}.PDF
  The handbook offers a comprehensive review of the Citizens Jury process. The Jefferson Center also has many other useful tips on Citizens Juries.

6≈ COLLABORATION TOOLS

6.1 Search Conferences (Future Search Conferences)

Size of audience:
Large

Level of participation:
Collaboration;
Involvement

Search conferences are planning meetings that bring together large groups which emphasize community-building through face-to-face discussions among stakeholders to develop ideas. They provide the opportunity to apply local knowledge in a venue which is designed to facilitate dialogue and relationship building. Search conferences encompass both decision-makers and ordinary citizens who explore the past, present and future conditions to create action plans based on common views and ideals.

Search conferences have three broad stages: pre-planning, the conference, and implementation. The pre-planning stage includes determining the conference theme and purpose, arranging the logistics and inviting participants. Additionally, keynote speakers who can set the tone and provide balance for the conference are selected.

The conference itself is a full day or more during which the participants share information, discuss issues and complete a series of small and large group tasks which concludes with a strategic goal setting and action planning session. The following tasks should be accomplished during the conference:

- Analyze the environment – background, possible future, what is working/not working.
- Analyze the process or system – what routines, practices, restrictions, rules and structures influence the current community issues and environment.
- Develop realistic action plans as a result of the new understandings generated through the conference process.

The implementation stage of the conference occurs through follow-up sessions. These sessions are a time to celebrate successes – individual and group. It is also the time to evaluate the success of the conference but how easily the action plans are implemented. Progress is assessed and plans are modified as needed.

The search conference process can be used to give direction to drinking water source protection planning activities by inviting the community to join in on planning and decision-making. It can also be used as a venue to bring experts together to define goals and conditions for the watershed.

STRENGTHS

- Collaboration between multiple groups
- Generates consensus and commitment to strategies
- Can be a fairly quick process in comparison to having experts develop strategies
- Strategies are creative and achievable
- Learning focused
- Develop shared meaning

WEAKNESSES AND CONSIDERATIONS

- Conflicts and differences are acknowledged, but not dealt with
- Can be logistically challenging
- Requires several days commitment from participants
- Process must be clear and equitable
- Must be diligent throughout the process
- Requires an experienced facilitator

Resources:

- Ferguson, L. (2003). Hands Across the Mystic: Protecting a vital watershed brings Tufts and community advocates together. *Tufts Magazine*, Winter 2003. http://www.tufts.edu/alumni/magazine/winter2003/features/mystic.html
  An example of how a future search conference, used in conjunction with other tools was used to develop watershed restoration themes.
- Future Search Network. (2003). *Future Search: The Method*.
  http://futuresearch.net/method/whatis/index.cfm
  The website provides tools techniques, case studies and examples for implementing a future search conference in planning. It also includes a section on conditions for success in conferences.
- Heckman, Frank. (n.d.). *Does the search conference deliver on its promise? A new method for achieving community excellence*. http://www.worldtrans.org/qual/macatawa.html
  Provides information on a search conference used in the Macatawa area in Michigan. Gives a review of actions, and outlines the adaptive nature of search conference use in planning.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox*
  http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the drinking water Source Protection Planning process.
- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*.
  https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.

6.2 Visioning

Size of audience:
Large to small

Level of participation:
Collaboration;
Involvement;
Consultation

Visioning exercises allow participants to develop ideas that develop a strategy to guide a community towards a long-term goal. When done properly and with adequate representation, visioning encourages a holistic approach to planning and considers impacts of a strategy throughout a region.

Similar to Backcasting, visioning asks participants to envision a single future, rather than comparing future outcomes. Visioning can help develop a broad community-based vision for source protection planning expectations. It can also help to identify key problem areas and potential solutions to issues during the assessment report and plan-development stages.

Visioning does not have a set recipe of tools or techniques. It is more of an approach and the decision of which tools and techniques to use is up to the organizer of the visioning process. This can be done in a workshop format or in other more innovative ways.

In 1995, the County of Huron began a long and innovative process for developing a new official plan. This process was grounded in a commitment to a community-based approach that placed a high value on public participation. To that end, the planning department developed an innovative approach that was fun, engaging, and informative, self-administered and engaged a wide age range. The planning department adopted a mandate to "write the plan in public" which meant that they could not arrive at workshops with a policy in hand; it had to be developed together.

The process began with a community action kit that was a self-administered workshop that allowed groups of people in the county – families; boy scouts groups, church groups, friends, women's institute, school groups – to envision what they wanted their community to be.

This kit was mailed out to anyone who requested it and contained six components:

Step 1: Huron County Trivia

Step 2: Values – Mine and Ours

Step 3A: Future of Our Community

Step 3B: Community Tour (likes & dislikes)

Step 4: Evaluation

Step 5: Keeping in Touch

Step 6: Fridge Magnets

STRENGTHS

- Provides a wide range of solutions and integrates viewpoints on issues
- Encourages participation in plan development
- Avoids reactionary approach to planning
- Can be an excellent means of consensus building
- The use of certain methods (e.g., games) can empower certain groups who would normally be uninvolved

WEAKNESSES AND CONSIDERATIONS

- Can be costly to organize
- The vision may be difficult to implement
- May be challenging to record results from sessions
- Must have clear objectives and process for participants

The figure below is a visualization of the process for the development of a new county plan[15]

DETAILS

Fall 1995

1. LAUNCH

- media interviews by the Warden following County Council;
- media release to local newspapers, municipalities, agencies and organizations;
- discuss with "umbrella" organizations-Huron County Federation of Agriculture, Huron Labour Coalition, Community Services Network, Huron County Clerk-Treasurer's Association;
- give presentations on request;

Winter 1995-1996

2. COMMUNITY ACTION KITS

- a self-administered kit implemented through existing groups & municipalities to develop a profile of "County-Wide" issues;
- discussions to occur within self-directed focus groups
- stimulate ideas about community vision and planning;
- identify broad interests and issues;

Spring 1996

3. PUBLIC WORKSHOPS

- held throughout the County;
- workshops on key issues, by community, community development areas, and municipal groupings;
- workshops will discuss issues, determine what's being done, discuss individual responsibilities & list options for action;
- divide into smaller focus groups

Spring, Summer Fall, 1996

4. PUBLIC POLICY DEVELOPMENT

- topic-specific meetings on key issues to answer: What can be done?
- develop strategies and policies at the meetings (i.e. "write the plan in public")
- draft document(s) to County Council to allow a full year of review;

COMMUNITY VALUES | **COMMUNITY POLICIES & ACTIONS** | **COMMUNITY DIRECTIONS**

Spring, Summer 1997

5. REVIEW AND DISCUSS

- issues identified by the community will require a wide range of solutions, only one part of which is land use planning;
- public meetings held throughout the County to discuss the draft document(s)

Fall, 1998; Winter 1999

6. APPROVAL

- finalization of document(s);
- County Council adoption (1998);
- forward land use component to Province for approval (1999);
- commence action plans;

Information (developed in cooperation with municipalities, agencies, organizations and the public)

Monitoring and Evaluation (by P&D Committee, Councils, organizations and the public)

The decision to make a self-administered visioning process was based on the fact that the planning department didn't want to be constrained by size and time. It also meant the absence of municipal leaders created space for participants to be critical. This made the process more accessible to a greater number of community members. They had over 3,000 participants in the process. The information gathered was then used to develop a series of workshops in which policies were developed to guide the official plan development. This policy development process required several rounds of public workshops. The first to flesh out the issues, the second to discuss and strategize about what can be done to address the issues, and the third round of workshops to review and discuss the policies.

Resources:

- Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*.
  https://www3.secure.griffith.edu.au/03/toolbox/
  Provides descriptions for a large number of tools and techniques for public engagement in planning. Each listed tool has a detailed list of proposed methods, resources required for activities, and also lists resources for an in-depth examination of tools.
- Dobson, Charles. (2006). *The Citizen's Handbook*. Vancouver Community Network: Vancouver, British Columbia. http://www.vcn.bc.ca/citizens-handbook/welcome.html
  Provides an overview of various techniques used in community building and development. Provides links to various resources on citizen participation.
- International Association for Public Participation. (n.d.) *The IAP2 Public Participation Toolbox*
  http://www.iap2.org/associations/4748/files/toolbox.pdf
  Gives an excellent overview of various tools used for public participation. The website also provides further resources which may aid in developing education and outreach tools for the Source Protection Planning process.

6.3 Community Watershed Forum

Size of audience:
Large to medium

Level of participation:
Collaboration;
Involvement;
Information

A watershed forum is a process for education, creating visions, identifying issues, and creating action plans. They provide an excellent means to bring people together, gain an understanding of each other's viewpoints, and develop plans based on community visions.

If there are current watershed forums that are occurring to address other watershed issues (such as the Grand River Conservation Authority Water Forum held each September), that would be a good place to start partnering. A watershed forum is best held at the beginning of the DWSP phase to obtain citizen and stakeholder feedback regarding concerns, potential threats, and planning ideas for the deliverables. It can be used as an informing and evaluation tool during plan implementation.

SAMPLE METHOD AND TIPS:

1. Set objectives for the forum, and define your audience
2. Select tools appropriate to achieve the goals
3. Identify resources that are required, and the appropriate venue and coordinating structure (e.g. committees) for the forum
4. Organize individual activities for the forum
5. Implement the forum, and provide room for evaluation of activities

Adapted from: Firehock, K. and F. Flanigan, P.Devlin. (2002). *Community Watershed Forums- A Planner's Guide*. Chesapeake Bay Land Growth and Stewardship Sub-Committee

Case Studies and Resources:

- Firehock, K. and F. Flanigan, P.Devlin. (2002). *Community Watershed Forums- A Planner's Guide*. Chesapeake Bay Land Growth and Stewardship Sub-Committee.
  The guide provides a background to watershed forum, the steps involved in planning as well as implementing and evaluating a forum. It also provides a series of case studies and sample agendas/timelines that can act as guidelines for a forum.

6.4 Watershed Dialogue

Size of audience:
Medium

Level of participation:
Collaboration; Involvement

Community dialogues engage leaders and stakeholders in the management of watershed. These dialogues provide a forum for collaboration between the community and agencies, and encourage consensus building and commitment towards the effective management of watershed resources.

A watershed dialogue focuses more on the development of management options than the visioning and educational focus of watershed forums. A dialogue gives parties the opportunity to discuss watershed issues at the beginning of the planning process and provides all groups the ability to participate actively in plan development.

SAMPLE METHOD AND TIPS:

1. Establish organizers and facilitator, and determine goals for the dialogue
2. Select appropriate participants
3. Select venue- keeping in mind the development of a comfortable environment
4. Invite participants- using methods that will attract a broad public
5. Conducting the dialogue: introduction, initiate the dialogue, document and promote the event
6. Develop a follow-up plan
7. Evaluate the process

Adapted from: Canadian Rural Partnership. (2002). *Community Dialogue Toolkit.* http://www.rural.gc.ca/dialogue/tool/toolcontent_e.phtml#1

Resources:

- Chesapeake Bay Program. (n.d.) *Community Watershed Dialogue.*
  From: http://www.chesapeakebay.net/watersheddialogue.htm
  The website provides information on the Chesapeake Bay watershed dialogue program, with information on actions taken in various states in the watershed. There are a series of meeting materials provided that are useful case studies in how to run a watershed dialogue.
- Canadian Rural Partnership. (2002). *Community Dialogue Toolkit.* http://www.rural.gc.ca/dialogue/tool/toolcontent_e.phtml#1
  Gives an overview of the uses, how-tos and roles involved in developing a community dialogue.
- Firehock, K. and F. Flanigan, P.Devlin. (2002). *Community Watershed Forums- A Planner's Guide.* Chesapeake Bay Land Growth and Stewardship Sub-Committee.
  The guide provides a background to watershed forum, the steps involved in planning as well as implementing and evaluating a forum. It also provides a series of case studies and sample agendas/ timelines that can act as guidelines for a forum.

ENDNOTES

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Paterson, J. 2006. "Young Conservation Professionals – Tools for Facilitating"

[2] Personal communications & experiences with both: Camozzi, A (CORVID Enterprises Inc.) and Ramirez, R. (Ricardo Ramirez Communications Consulting)
UNICEF. 1998. Games and Exercises: A manual for facilitators and trainers involved in participatory group events.

[3] UNICEF. 1998. *Games and Exercises: A manual for facilitators and trainers who are involved in participatory group events*.

[4] All tools discussed in this section originated from the following two documents: Paterson, J. 2005. "Techniques and Process Tools" in Course Manual for REXT*6330, University of Guelph
Paterson, J. 2006. "Young Conservation Professionals – Tools for Facilitating"

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[14] Coastal Cooperative Research Centre (Griffith University). (n.d.) *The URP Toolbox*. https://www3.secure.griffith.edu.au/03/toolbox/

[15] Caldwell, Knight & Nelson. 2002. Unpublished Manuscript "Planning with a Community-Based Approach: Facilitating Public Participation". University of Guelph, School of Environmental Design & Rural Development.

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For General Inquiries please contact the Source Protection Programs Branch at 416-212-5296 or visit our drinking water portal at www.ontario.ca/drinkingwater

Further information can be found at www.ontario.ca/environment

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